



Rhine College
LIBRARY

Lenoir Rhyne College
LIBRARY

LB
2301
.S6
1926

1237

DATE DUE			

WITHDRAWN



Digitized by the Internet Archive
in 2025

https://archive.org/details/bwb_S0-AEN-678

PROCEEDINGS
of the
THIRTY-FIRST ANNUAL MEETING
of the

*Association of Colleges and
Secondary Schools of the
Southern States*

Jackson, Mississippi
December 3-4, 1926

BIRMINGHAM PUBLISHING COMPANY
PRINTERS - - PUBLISHERS
BIRMINGHAM, ALABAMA

23
2301
56
226

1237
Sept 1913

CONTENTS

The Standards of the Association will be found in Part VI

PART I—GENERAL

Origin and Purpose of the Association.....	7
Officers of the Association, 1926-1927.....	7
Roll of Members:	
Colleges of Arts and Sciences.....	8
Teacher Training Colleges.....	11
Junior Colleges.....	12
Secondary Schools.....	12
Individual Members.....	26
Delegates and Visitors, Thirty-First Annual Meeting.....	27
Publications of the Association.....	35
List of Officers of the Association Since Organization.....	36
Thirty-Second Annual Meeting.....	42

PART II—MINUTES OF THE THIRTY-FIRST ANNUAL MEETING, 1926

General Minutes.....	43
Report of the Secretary-Treasurer, 1925-1926.....	44
Reports of the Executive Committee.....	46-48
Report of the Commission on Institutions of Higher Education.....	48
Report of the Commission on Secondary Schools.....	50
Report of the Committee on Nominations.....	53
Report of the Auditing Committee.....	54
Report of the Committee on Resolutions.....	54

PART III—REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Report of the Commission.....	57
-------------------------------	----

PART IV—REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

Report of the Commission.....	69
-------------------------------	----

PART V—PAPERS AND ADDRESSES

Presidential Address, 1926, Dean N. W. Walker, University of North Carolina, President of the Association, 1925-1926.....	209
--	-----

Address of Fraternal Delegate from North Central Association, President E. C. Elliott, Purdue University.....	221
"The Growing Importance of the Library," Librarian L. R. Wilson, University of North Carolina.....	225
"The Outlook for the Higher Education of Women in the South," President Meta Glass, Sweet Briar College.....	230
Report of Fraternal Delegates to the North Central Association, Dean C. H. Barnwell, University of Alabama.....	234
"Graduate Work in the Southern States," Dr. Shelton Phelps, George Peabody College for Teachers.....	235
"Graduate Work: Opportunities and Standards," President H. W. Chase, University of North Carolina.....	238
"Graduate Work: Approved Procedure," Dean H. W. Harper, University of Texas.....	240
"Graduate Work in the South: Needs and Prospects," Professor Edwin Greenlaw, Johns Hopkins University.....	242
Address: President J. A. C. Chandler, College of William and Mary.....	246

PART VI—STANDARDS OF THE ASSOCIATION; CONSTITUTION AND BY-LAWS

Constitution and By-Laws.....	252
Standards of the Association:	
Colleges of Arts and Sciences.....	255
Teacher Training Colleges.....	257
Secondary Schools.....	261
Questionnaire on Athletics.....	263

PART I.

Association of Colleges and Secondary Schools of the Southern States

ORIGIN AND PURPOSE OF THE ASSOCIATION

The Association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated, was:

1. To organize southern schools and colleges for cooperation and mutual assistance.

2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.

3. To develop preparatory schools and cut off this work from the colleges.

On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College. Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hulihan, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snavelly, 1926—.

The aims and standards of the Association are set forth in its Constitution and By-Laws, printed in Part VI of this volume.

OFFICIAL ROSTER OF THE ASSOCIATION

OFFICERS OF THE ASSOCIATION, 1926-1927

President: Theodore H. Jack, Dean, Graduate School, Emory University, Georgia.

First Vice-President: C. A. Graeser, Professor of Romance Languages, College of Charleston, Charleston, South Carolina.

Second Vice-President: D. M. Nelson, Professor of Physics, Mississippi College, Clinton, Mississippi.

Secretary-Treasurer: Guy E. Snavelly, President, Birmingham-Southern College, Birmingham, Alabama.

EXECUTIVE COMMITTEE

1926-1927

J. H. Kirkland, Chancellor, Vanderbilt University
 A. B. Dinwiddie, President, Tulane University
 S. J. McCallie, Headmaster, McCallie School
 A. A. Murphree, President, University of Florida
 H. D. Campbell, Dean, Washington and Lee University
 President and Secretary, ex officio

ROLL OF MEMBERS

(WITH THE DATE OF THEIR ELECTION TO MEMBERSHIP)

COLLEGES AND UNIVERSITIES

Vanderbilt University, Nashville, Tennessee, James Hampton Kirkland, LL.D., D.C.L., Chancellor (1895)
 University of North Carolina, Chapel Hill, North Carolina, Harry Woodburn Chase, Ph.D., LL.D., President (1895)
 University of the South, Sewanee, Tennessee, Benjamin F. Finney, LL.D., Vice Chancellor (1895)
 University of Mississippi, University, Mississippi, Alfred Hume, LL.D., Chancellor (1895)
 Washington and Lee University, Lexington, Virginia, Henry Louis Smith, Ph.D., LL.D., President (1895)
 Duke University, Durham, North Carolina, William Preston Few, Ph.D., LL.D., President (1895)
 University of Tennessee, Knoxville, Tennessee, Harcourt A. Morgan, B.S.A., President (1897)
 University of Alabama, University, Alabama, George H. Denny, Ph.D., D.C.L., President (1897)
 West Virginia University, Morgantown, West Virginia, Frank Butler Trotter, A.M., LL.D., President (1900)
 University of Missouri, Columbia, Missouri, Stratton D. Brooks, LL.D., President (1901)
 University of Texas, Austin, Texas, W. M. W. Splawn, Ph.D., LL.D., President (1901)
 Randolph-Macon Woman's College, Lynchburg, Virginia, Dice Robbins Anderson, Ph.D., LL.D., President (1902)
 Tulane University, New Orleans, Louisiana, A. B. Dinwiddie, Ph. D., LL.D., President (1903)
 Goucher College, Baltimore, Maryland, William Westley Guth, Ph.D., LL.D., President (1903)
 University of Virginia, Charlottesville, Virginia, E. A. Alderman, D.C.L., LL.D., President (1904)
 Randolph-Macon College, Ashland, Virginia, R. E. Blackwell, A.M., LL.D., President (1904)
 Centre College, Danville, Kentucky, Charles G. Crooks, LL.D., Acting President (1904)

- Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)
- University of Georgia, Athens, Georgia, Charles M. Snelling, LL.D., Chancellor (1909)
- University of Richmond, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)
- University of Chattanooga, Chattanooga, Tennessee, Arlo Ayers Brown, A.B., D.D., President (1910)
- Southwestern, Memphis, Tennessee, Chas. E. Diehl, A.M., LL.D., President (1911)
- Mercer University, Macon, Georgia, Rufus W. Weaver, LL.D., President (1911)
- Millsaps College, Jackson, Mississippi, David Martin Key, Ph.D., LL.D., President (1912)
- Converse College, Spartanburg, South Carolina, Robert P. Pell, A.B., Litt. D., President (1912)
- Louisiana State University, Baton Rouge, Louisiana, Thomas D. Boyd, LL.D., President (1913)
- University of Florida, Gainesville, Florida, Albert A. Murphree, A. M., LL.D., President (1913)
- Johns Hopkins University, Baltimore, Maryland, Frank Johnson Goodnow, LL.D., President (1914)
- The Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
- Baylor University, Waco, Texas, Samuel Palmer Brooks, A.M., LL.D., President (1914)
- Florida State College for Women, Tallahassee, Florida, Edward Conradi, Ph.D., President (1915)
- University of Louisville, Louisville, Kentucky, George Colvin, A.B., LL.D., Chancellor (1915)
- University of Kentucky, Lexington, Kentucky, F. L. McVey, LL.D., President (1915)
- Transylvania University, Lexington, Kentucky, Andrew D. Harmon, LL.D., President (1915)
- George Peabody College for Teachers, Nashville, Tennessee, Bruce R. Payne, Ph.D., LL.D., President (1915)
- Southwestern University, Georgetown, Texas, J. Sam Barcus, A.M., D.D., President (1915)
- The College of Charleston, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)
- University of South Carolina, Columbia, South Carolina, Davison McDouglas, D.D., President (1917)
- Emory University, Atlanta, Georgia, Harvey Warren Cox, Ph.D., LL.D., President (1917)
- Davidson College, Davidson, North Carolina, William Joseph Martin, Ph.D., LL.D., President (1917)
- Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)
- Georgetown College, Georgetown, Kentucky, M. B. Adams, D.D., President (1919)

- Hampden-Sidney College, Hampden-Sidney, Virginia, J. D. Eggleston, LL.D.,
President (1919)
- Wesleyan College, Macon, Georgia, William F. Quillian, A.B., D.D.,
President (1919)
- Howard College, Birmingham, Alabama, John C. Dawson, Ph.D., LL.D.,
President (1920)
- Sweet Briar College, Sweet Briar, Virginia, Miss Meta Glass, Ph.D.,
President (1920)
- Bethany College, Bethany, West Virginia, Cloyd Goodnight, A.M., D.D.,
President (1921)
- Mississippi State College for Women, Columbus, Mississippi, J. C. Fant,
Pd.D., President (1921)
- Meredith College, Raleigh, North Carolina, Charles E. Brewer, LL.D.,
President (1921)
- Wake Forest College, Wake Forest, North Carolina, William L. Poteat, LL.D.,
President (1921)
- College of William and Mary, Williamsburg, Virginia, J. A. C. Chandler,
LL.D., President (1921)
- North Carolina College for Women, Greensboro, North Carolina, Julius I.
Foust, LL.D., President (1924)
- Southern Methodist University, Dallas, Texas, Charles Claude Selecman, D.D.,
President (1921)
- Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler,
D.D., President (1922)
- Birmingham-Southern College, Birmingham, Alabama, Guy E. Snavely, Ph.D.,
LL.D., President (1922)
- Spring Hill College, Spring Hill, Alabama, Joseph M. Walsh, S.J., A.M.,
President (1922)
- Alabama Polytechnic Institute, Auburn, Alabama, Spright Dowell, LL.D.,
D.D., President (1922)
- Mississippi College, Clinton Mississippi, John W. Provine, LL.D., President
(1922)
- Maryville College, Maryville, Tennessee, Samuel T. Wilson, D.D., LL.D.,
President (1922)
- Texas Christian University, Fort Worth, Texas, E. M. Waits, LL.D.,
President (1922)
- Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D.,
President (1923)
- Presbyterian College of South Carolina, Clinton, South Carolina, Almon E.
Spencer, M.A., LL.D., Acting President (1923)
- Coker College, Hartsville, South Carolina, Carlyle Campbell, M. A.,
President (1923)
- Winthrop College, Rock Hill, South Carolina, David B. Johnson, LL.D.,
President (1923)
- Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D.,
President (1923)
- College of Industrial Arts, Denton, Texas, Lindsey Blayney, Ph.D., LL.D.,
President (1923)
- Shorter College, Rome, Georgia, William D. Furry, Ph.D., President (1923)
- Louisiana College, Pineville, Louisiana, C. Cottingham, LL.D., President
(1923)

- Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, D.D., President (1923)
- The Citadel, Charleston, South Carolina, O. J. Bond, Ph.D., LL.D., President (1924)
- Furman University, Greenville, South Carolina, William J. McGlothlin, Ph.D., D.D., LL.D., President (1924)
- Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, President (1924)
- Alabama College, Montevallo, Alabama, O. C. Carmichael, A.M., B.Sc., LL.D., President (1925)
- Judson College, Marion, Alabama, E. V. Baldy, A.M., D.D., President (1925)
- Georgia State College for Women, Milledgeville, Georgia, Marvin M. Parks, LL.D., President (1925)
- Southwestern Louisiana Institute, Lafayette, Louisiana, Edwin L. Stephens, Pd.D., President (1925)
- Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
- Emory and Henry College, Emory, Virginia, James N. Hillman, A.B., M. A., President (1925)
- Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, D.D., President (1925)
- Trinity University, Waxahatchie, Texas, John H. Burma, D.D., President, (1925)
- Incarnate Word College, San Antonio, Texas, Sister M. Columkille, President (1925)
- Centenary College, Shreveport, Louisiana, George S. Sexton, D.D., President (1925)
- Baylor College for Women, Belton, Texas, John C. Hardy, A. M., LL.B., LL.D., President (1926)
- Berea College, Berea, Kentucky, William J. Hutchins, D.D., LL.D., President (1926)
- Elon College, Elon College, North Carolina, William A. Harper, M.A., Litt. D., LL.D., President (1926)
- Greensboro College for Women, Greensboro, North Carolina, Samuel B. Turrentine, A.M., D.D., President (1926)
- Guilford College, Guilford College, North Carolina, Raymond Binford, Ph.D., President (1926)
- Marshall College, Huntington, West Virginia, Morris P. Shawkey, A.M., Pd.D., President (1926)
- Mississippi A. & M. College, A. & M. College, Mississippi, Buz M. Walker, Ph.D., President (1926)
- Mississippi Womans College, Hattiesburg, Mississippi, John L. Johnson, M.A., President (1926)
- Tusculum College, Greenville, Tennessee, Charles O. Gray, D.D., LL.D., President (1926)
- Virginia Military Institute, Lexington, Virginia, Major General Edward W. Nichols, President (1926)

TEACHER TRAINING COLLEGES

- East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., Litt.D., President (1925)

- North Texas State Teachers College, Denton, Texas, Robert L. Marquis, LL.D., President (1925)
 Sam Houston Teachers College, Huntsville, Texas, H. F. Estill, Litt.D., President (1925)
 South-West Texas State Teachers College, San Marcos, Texas, C. E. Evans, LL.D., President (1925)
 West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., President (1925)
 Louisiana State Normal College, Natchitoches, Louisiana, V. L. Roy, B.S., M.A., President (1926)
 Western Kentucky State Teachers College, Bowling Green, Kentucky, H. H. Cherry, LL.D., President (1926)

JUNIOR COLLEGES

- Ward Belmont, Nashville, Tennessee, John D. Blanton, LL.D., President (1925)
 Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A. M., President (1925)
 Gulf Park College, Gulfport, Mississippi, Richard G. Cox, A.M., President (1926)
 John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., President (1926)
 Junior College of Augusta, Augusta, Georgia, George P. Butler, LL.D. (1926)
 Marion Institute, Marion, Alabama, Walter Lee Murfee, A.M., President (1926)
 Mars Hill College, Mars Hill, North Carolina, R. L. Moore, A.B., President (1926)
 Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
 Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., Acting President (1926)

SECONDARY SCHOOLS

The name of the chief executive officer in each institution is given

- Webb School, Bellbuckle, Tennessee, W. R. Webb, Jr. (1896)
 Sewanee Military Academy, Sewanee, Tennessee, D. G. Cravens (1896)
 Fishburne Military Academy, Waynesboro, Virginia, M. H. Hudgins (1897)
 Randolph-Macon Academy, Bedford City, Virginia, W. R. Phelps (1897)
 Matthew Fontaine Maury High School, Norfolk, Virginia, A. B. Bristow (1897)
 Branham and Hughes School, Spring Hill, Tennessee, W. O. Batts (1897)
 University School, Nashville, Tennessee, Clarence B. Wallace (1897)
 Montgomery Bell Academy, Nashville, Tennessee, Isaac Ball (1899)
 Morgan School, Petersburg, Tennessee, R. K. Morgan (1899)
 University School, Mobile, Alabama, Julius T. Wright (1900)
 Ward-Belmont, Nashville, Tennessee, John Diell Blanton (1901)
 Castle Heights School, Lebanon, Tennessee, J. M. Ward (1905)
 Hume-Fogg School, Nashville, Tennessee, C. T. Kirkpatrick (1909)
 Pape School, Savannah, Georgia, Nina Anderson Pape (1909)
 McCallie School, Chattanooga, Tennessee, S. J. McCallie (1909)
 Columbia Military Academy, Columbia, Tennessee, R. V. Erwin (1909)
 Riverside Military Academy, Gainesville, Georgia, W. D. Mooney (1909)

- Woodberry Forrest School, Woodberry Forest, Virginia, J. Carter Walker (1910)
- Georgia Military Academy, College Park, Georgia, J. C. Woodward (1911)
- Chamberlain-Hunt Academy, Port Gibson, Mississippi, J. W. Kennedy (1911)
- Tubman High School, Augusta, Georgia, T. H. Garrett (1911)
- Mobile High School, Mobile Alabama, K. J. Clark (1912)
- Duncan College Preparatory School, Nashville, Tennessee, Marvin T. Duncan (1913)
- Gordon Institute, Barnesville, Georgia, L. D. Watson, Jr. (1913)
- Episcopal High School, Alexandria, Virginia, A. R. Hoxton. (1914)
- Shenandoah Valley Academy, Winchester, Virginia, B. M. Roszel (1914)
- Durham High School, Durham, North Carolina, W. F. Warren (1915)
- Asheville High School, Asheville, North Carolina, L. H. Edwards (1915)
- Laurel High School, Laurel, Mississippi, R. H. Watkins (1915)
- Porter Military Academy, Charleston, South Carolina, I. B. Brown (1915)
- Science Hill School, Shelbyville, Kentucky, Mrs. Clara M. Poynter (1916)
- Selma High School, Selma, Alabama, M. W. Carothers (1917)
- Darlington Academy, Rome, Georgia, C. R. Wilcox (1917)
- Baylor School, Chattanooga, Tennessee, Alexander Guerry (1919)
- Isidore Newman Manual Training School, New Orleans, Louisiana, C. C. Henson (1919)
- Raleigh High School, Raleigh, North Carolina, C. E. Wessinger (1920)
- St. Genevieve Academy, Asheville, North Carolina, Mother Mabel Monk (1921)
- Clarksdale High School, Clarksdale, Mississippi, H. B. Heidleberg (1921)
- McComb City High School, McComb City, Mississippi, D. A. Blackwelder (1921)
- Meridian High School, Meridian, Mississippi, H. M. Ivy (1921)
- The Girls' Preparatory School, Chattanooga, Tennessee, Miss Tommie P. Duffey (1921)
- Tennessee Military Institute, Sweetwater, Tennessee, C. R. Endsley (1921)
- Tennessee Wesleyan College Prep., Athens, Tennessee, J. L. Robb (1921)
- Girls' High School, Atlanta, Georgia, Miss Jessie Muse (1921)
- Spring Hill High School, Mobile, Alabama, Joe B. Bassick (1921)
- Boys' High School, Charleston, South Carolina, R. V. Royall (1921)
- Columbia High School, Columbia, South Carolina, A. C. Flora (1921)
- Greenwood High School, Greenwood, South Carolina, W. E. Black (1921)
- Boys' High School, Sumter, South Carolina, S. H. Edmunds (1921)
- Girls' High School, Sumter, South Carolina, S. H. Edmunds (1921)
- Leon County High School, Tallahassee, Florida, J. S. Counselman (1921)
- John H. Phillips High School, Birmingham, Alabama, C. J. Going (1922)
- Gadsden High School, Gadsden, Alabama, J. D. Samuels (1922)
- Jefferson County High School, Boyles, Alabama, Wm. J. Baird (1922)
- Sidney Lanier High School, Montgomery, Alabama, J. S. McCants (1922)
- St. Leo Academy, St. Leo, Florida, Father Florian Colbert (1922)
- West Palm Beach High School, West Palm Beach, Florida, Ruby B. Lorange (1922)
- Duval County High School, Jacksonville, Florida, R. B. Rutherford (1922)
- Cartersville High School, Cartersville, Georgia, H. B. Robertson (1922)
- Cordele High School, Cordele, Georgia, D. H. Standard (1922)
- Dublin High School, Dublin, Georgia, H. B. Carreker (1922)

- Emory University Academy, Oxford, Georgia, A. W. Rees (1922)
 Fitzgerald High School, Fitzgerald, Georgia, G. E. Usher (1922)
 Locust Grove Institute, Locust Grove, Georgia, Claude Gray (1922)
 North Avenue Presbyterian School, Atlanta, Georgia, Thyrsa S. Askew (1922)
 Savannah High School, Savannah, Georgia, M. M. Phillips (1922)
 Waynesboro High School, Waynesboro, Georgia, Jack Lance (1922)
 Ashland High School, Ashland, Kentucky, J. D. Falls (1922)
 Cynthiana High School, Cynthiana, Kentucky, J. W. Brooker (1922)
 Highlands High School, Fort Thomas, Kentucky, Anna B. Regenstein (1922)
 Kentucky Home School, Louisville, Kentucky, Miss Annie S. Anderson (1922)
 Louisville Male High School, Louisville, Kentucky, J. B. Carpenter (1922)
 Owensboro High School, Owensboro, Kentucky, J. O. Lewis (1922)
 Augusta Tilghman High School, Paducah, Kentucky, Walter Jetton (1922)
 Paris High School, Paris, Kentucky, F. A. Scott (1922)
 Sue Bennett Memorial School, London, Kentucky, K. C. East (1922)
 Baton Rouge High School, Baton Rouge, Louisiana, Miss Reine Alexander (1922)
 Bolton High School, Alexandria, Louisiana, S. M. Brame (1922)
 McGehee High School, New Orleans, Louisiana, Miss Louise S. McGehee (1922)
 Homer High School, Homer, Louisiana, P. C. Rogers (1922)
 Minden High School, Minden, Louisiana, J. E. Harper (1922)
 Canton High School, Canton, Mississippi, J. M. Smythe (1922)
 Charleston High School, Charleston, Mississippi, C. I. Bagwell (1922)
 Corinth High School, Corinth, Mississippi, C. L. Crawley (1922)
 Gulfport High School, Gulfport, Mississippi, B. F. Brown (1922)
 Hattiesburg High School, Hattiesburg, Mississippi, W. I. Thames (1922)
 Jackson High School, Jackson, Mississippi, E. L. Bailey (1922)
 Natchez High School, Natchez, Mississippi, W. H. Braden (1922)
 Stephen D. Lee High School, Columbus, Mississippi, H. H. Ellis (1922)
 Tupelo High School, Tupelo, Mississippi, C. F. Capps (1922)
 West Point High School, West Point, Mississippi, B. T. Schumpert (1922)
 Yazoo City High School, Yazoo City, Mississippi, R. L. Bedwell (1922)
 Asheville School, Asheville, North Carolina, W. H. Jones (1922)
 Blue Ridge School for Boys, Hendersonville, North Carolina, J. R. Sandifer (1922)
 Burlington High School, Burlington, North Carolina, W. D. Halfacre (1922)
 Elizabeth City High School, Elizabeth City, North Carolina, A. B. Combs (1922)
 Fassifern School, Hendersonville, North Carolina, J. R. Sevier (1922)
 Fayetteville High School, Fayetteville, North Carolina, J. R. MacNeel (1922)
 Gastonia High School, Gastonia, North Carolina, J. E. Cassell (1922)
 Kinston High School, Kinston, North Carolina, Kader R. Curtis (1922)
 New Hanover High School, Wilmington, North Carolina, W. O. Hampton (1922)
 Roanoke Rapids High School, Roanoke Rapids, North Carolina, C. W. Davis (1922)
 Rockingham High School, Rockingham, North Carolina, Kate Finley (1922)
 Salem Academy, Winston-Salem, North Carolina, Eleanor C. Chase (1922)
 Shelby High School, Shelby, North Carolina, A. C. Lovelace (1922)
 Wilson High School, Wilson, North Carolina, Ray Armstrong (1922)

- Winston-Salem High School, Winston-Salem, North Carolina, J. W. Moore (1922)
- Abbeville High School, Abbeville, South Carolina, J. D. Robinson (1922)
- Bailey Military Institute, Greenwood, South Carolina, J. D. Fulp (1922)
- Chester High School, Chester, South Carolina, M. E. Brockman (1922)
- Darlington High School, Darlington, South Carolina, J. C. Daniel (1922)
- Florence High School, Florence, South Carolina, John W. Moore (1922)
- Orangeburg High School, Orangeburg, South Carolina, A. J. Thackston (1922)
- Rock Hill High School, Rock Hill, South Carolina, R. C. Burts (1922)
- Spartanburg High School, Spartanburg, South Carolina, Frank Evans, (1922)
- Clarksville High School, Clarksville, Tennessee, C. H. Moore (1922)
- Cumberland University Preparatory School, Lebanon, Tennessee, Mrs. Y. P. Wooten (1922)
- Allen Academy, Bryan, Texas, N. B. Allen (1922)
- Ball High School, Galveston, Texas, W. A. James (1922)
- Baylor Academy, Belton, Texas, Mrs. Jennie M. Hardy (1922)
- Belton High School, Belton, Texas, Paul D. Baker (1922)
- Big Spring High School, Big Spring, Texas, T. F. Huggins (1922)
- Dennison High School, Dennison, Texas, F. H. Hughes (1922)
- Central High School, Fort Worth, Texas, R. L. Paschall (1922)
- Reagan High School, Houston, Texas, S. P. Waltrip (1922)
- Academy of the Incarnate Word, San Antonio, Texas, Sister M. Antonia (1922)
- McAllen High School, McAllen, Texas, E. G. Villers (1922)
- Palestine High School, Palestine, Texas, Bonner Frizzell (1922)
- Port Arthur High School, Port Arthur, Texas, Galen Jones (1922)
- Baptist Academy, San Marcus, Texas, J. E. Abney (1922)
- Uvalde High School, Uvalde, Texas, Guy D. Dean (1922)
- Alexandria High School, Alexandria, Virginia, H. T. Moncure (1922)
- Blackstone Military Academy, Blackstone, Virginia, E. S. Ligon (1922)
- Bristol High School, Bristol, Virginia, Mrs. Virginia Parrish (1922)
- Hargrave Military Academy, Chatham, Virginia, A. H. Camden (1921)
- Danville High School, Danville, Virginia, J. D. Riddick (1922)
- Hampton High School, Hampton, Virginia, H. Wilson Thorpe (1922)
- John Marshall High School, Richmond, Virginia, James C. Harwood (1922)
- Lexington High School, Lexington, Virginia, Harrington Waddell (1922)
- Newport News High School, Newport News, Virginia, Fred M. Alexander (1922)
- Petersburg High School, Petersburg, Virginia, H. D. Wolff (1922)
- Randolph-Macon Institute, Danville, Virginia, John C. Simpson (1922)
- Staunton High School, Staunton, Virginia, B. H. Payne (1922)
- Staunton Military Academy, Staunton, Virginia, Roy W. Wonson (1922)
- Handley High School, Winchester, Virginia, A. M. Jarman (1922)
- Centenary College High School, Cleveland, Tennessee, Catherine S. Wheelock (1922)
- Montevallo High School, Montevallo, Alabama, O. P. South (1923)
- Gwynn High School, Fort Myers, Florida, H. L. Watkins (1923)
- Homestead High School, Homestead, Florida, R. L. Coville (1923)
- Manatee County High School, Bradentown, Florida, O. J. Detrick (1923)
- Memorial Senior High School, Orlando, Florida, J. B. Walker (1923)
- Pensacola High School, Pensacola, Florida, J. H. Workman (1923)

- Sarasota County High School, Sarasota, Florida, J. C. Peel (1923)
 St. Augustine High School, St. Augustine, Florida, Fritz Hatcher (1923)
 Gainesville High School, Gainesville, Florida, F. W. Buchholz (1923)
 Tarpon Springs High School, Tarpon Springs, Florida, F. L. Northrop (1923)
 Hillsboro County High School, Tampa, Florida, F. H. Spaulding (1923)
 Lakeland High School, Lakeland, Florida, G. E. Everett (1923)
 Ocala High School, Ocala, Florida, Miss Mary Sheppard (1923)
 Palmetto High School, Palmetto, Florida, Oscar Smith (1923)
 Putnam County High School, Palatka, Florida, E. F. McLane (1923)
 St. Lucie County High School, Fort Pierce, Florida, Emmett Taylor (1923)
 Wauchula High School, Wauchula, Florida, S. W. McInnis (1923)
 Eustis High School, Eustis, Florida, W. L. Goette (1923)
 Umatilla High School, Umatilla, Florida, W. O. Smith (1923)
 Panama City High School, Panama City, Florida, L. L. Thompson (1923)
 Okeechobee High School, Okeechobee, Florida, R. M. Dorsey (1923)
 Fort Lauderdale High School, Fort Lauderdale, Florida, U. J. Bennett (1923)
 Winter Park High School, Winter Park, Florida, S. W. Cason (1923)
 Seabreeze High School, Daytona Beach, Florida, R. J. Longstreet (1923)
 Commercial High School, Atlanta, Georgia, W. C. Lowe (1923)
 Elberton High School, Elberton, Georgia, B. M. Grier (1923)
 Hartwell High School, Hartwell, Georgia, J. I. Allman (1923)
 Lucy Cobb Institute, Athens, Georgia, W. T. Hollingsworth (1923)
 Rome High School, Rome, Georgia, B. F. Quigg (1923)
 New Albany High School, New Albany, Mississippi, B. L. Coulter (1923)
 Brookhaven High School, Brookhaven, Mississippi, E. S. Bowlus (1923)
 Gulf Coast Military Academy, Gulfport, Mississippi, W. T. Lowrey (1923)
 Hinds County Agricultural High School, Raymond, Mississippi, R. E. L. Sutherland (1923)
 Ashley Hall, Charleston, South Carolina, Miss M. V. McBee (1923)
 Beaufort High School, Beaufort, South Carolina, L. K. Hagood (1923)
 Bennettsville High School, Bennettsville, South Carolina, J. G. Kelly (1923)
 Greenville High School, Greenville, South Carolina, J. L. Mann (1923)
 Millington Central High School, Millington, Tennessee, A. H. Grantham (1923)
 Chattanooga High School, Chattanooga, Tennessee, W. T. Robinson (1923)
 Our Lady of the Lake Academy, San Antonio, Texas, Sister M. Angelique (1923)
 Hubbard High School, Hubbard, Texas, R. N. Cluck (1923)
 Collegiate School for Girls, Richmond, Virginia, Miss Van Greenleaf (1923)
 Blackstone High School, Blackstone, Virginia, W. H. Cheatham (1923)
 Danville Military Institute, Danville, Virginia, W. M. Kemper (1923)
 Jefferson High School, Roanoke, Virginia, W. E. Parsons (1923)
 Marion High School, Marion, Virginia, W. Linden Allen (1923)
 South Boston High School, South Boston, Virginia, R. L. Lacy (1923)
 Virginia Episcopal School, Lynchburg, Virginia, Rev. W. G. Pendleton (1923)
 Alabama Military Institute, Anniston, Alabama, E. B. Fishburne (1924)
 Bessemer High School, Bessemer, Alabama, R. F. Wood (1924)
 Butler County High School, Greenville, Alabama, J. J. Farris, Jr. (1924)
 Cliff High School, Opelika, Alabama, F. M. Nelson (1924)
 Coffee High School, Florence, Alabama, J. N. Howell (1924)
 Cullman County High School, Cullman, Alabama, H. A. Fowler (1924)

Decatur High School, Decatur, Alabama, W. W. Benson	(1924)
Dothan High School, Dothan, Alabama, Sellers Stough	(1924)
Ensley High School, Birmingham, Alabama, E. E. Smith	(1924)
Etowah County High School, Attalla, Alabama, W. V. Luckie	(1924)
Hueytown High School, Bessemer, Alabama, H. F. Gilmore	(1924)
Jones Valley High School, Powderly, Alabama, C. W. Phillips	(1924)
McAdory High School, Bessemer, Alabama, Mrs. H. H. King	(1924)
Minor High School, Ensley, Alabama, W. C. Petty	(1924)
Montgomery County High School, Montgomery, Alabama, D. L. Taylor	(1924)
Newton Institute, Newton, Alabama, C. J. Cheves	(1924)
Pike Road High School, Pike Road, Alabama, C. S. Keller	(1924)
Ramer High School, Ramer, Alabama, A. H. Collins	(1924)
St. Bernard High School, St. Bernard, Alabama, Germain Taylor	(1924)
Shades-Cahaba High School, Birmingham, Alabama, J. M. Ward	(1924)
Sheffield High School, Sheffield, Alabama, L. E. Creel	(1924)
Simpson School, Birmingham, Alabama, J. M. Malone	(1924)
Troy High School, Troy, Alabama, L. D. Bynum	(1924)
Tuscaloosa High School, Tuscaloosa, Alabama, Clara L. Verner	(1924)
Woodlawn High School, Birmingham, Alabama, N. B. Hendrix	(1924)
Calhoun County High School, Blountstown, Florida, E. S. Walden	(1924)
Central Senior High School, Clearwater, Florida, E. W. McMullen	(1924)
Columbia County High School, Lake City, Florida, H. C. Johnson	(1924)
Dania High School, Dania, Florida, C. H. Harshborger	(1924)
Daytona High School, Daytona, Florida, J. F. Eastham	(1924)
Delray High School, Delray, Florida, C. H. Lander	(1924)
Dunnellon High School, Dunnellon, Florida, W. G. Masterson	(1924)
Ft. Meade High School, Ft. Meade, Florida, H. L. Patterson	(1924)
Lake Wales High School, Lake Wales, Florida, H. N. Donoho	(1924)
Lake Worth High School, Lake Worth, Florida, C. I. Hollingsworth	(1924)
Miami High School, Miami, Florida, W. R. Thomas	(1924)
Monroe County High School, Key West, Florida, E. E. Mossman	(1924)
New Smyrna High School, New Smyrna, Florida, R. L. Goulding	(1924)
Osceola County High School, Kissimmee, Florida, D. B. Shaver	(1924)
Palmer College Academy, DeFuniak Springs, Florida, H. A. Love	(1924)
Plant City High School, Plant City, Florida, W. H. Cassels	(1924)
St. Cloud High School, St. Cloud, Florida, H. F. Zetrouer	(1924)
St. Joseph's Academy, St. Augustine, Florida, Sister M. Alberta	(1924)
St. Petersburg High School, St. Petersburg, Florida, W. W. Little	(1924)
Sacred Heart School, Tampa, Florida, J. H. McKervey	(1924)
Santa Rosa County High School, Milton, Florida, S. A. Draper	(1924)
Sebring High School, Sebring, Florida, S. Long	(1924)
Washington County High School, Chipley, Florida, J. F. Arnold	(1924)
Americus High School, Americus, Georgia, C. M. Hale	(1924)
Benedictine School, Savannah, Georgia, Raphael Arthur	(1924)
Berry Schools, The, Mount Berry, Georgia, G. L. Green	(1924)
Conyers High School, Conyers, Georgia, L. E. Roberts	(1924)
Covington High School, Covington, Georgia, A. W. Baldwin	(1924)
Cuthbert High School, Cuthbert, Georgia, A. J. Hargrove	(1924)
Dawson High School, Dawson, Georgia, J. C. Dixon	(1924)
Emanuel County Institute, Graymont-Summit, Georgia, W. E. Monts	(1924)

Fort Valley High School, Fort Valley, Georgia, J. F. Lambert	(1924)
Gainesville High School, Gainesville, Georgia, W. P. Martin	(1924)
Glynn County Academy, Brunswick, Georgia, R. D. Eadie	(1924)
Lanier High School, Macon, Georgia, P. R. Anderson	(1924)
Lavonia High School, Lavonia, Georgia, Mabel Woodward	(1924)
R. E. Lee Institute, Thomaston, Georgia, Mark A. Smith	(1924)
Marietta High School, Marietta, Georgia, J. L. Fleming	(1924)
Quitman High School, Quitman, Georgia, H. D. Knowles	(1924)
University School, Atlanta, Georgia, R. K. White	(1924)
Washington High School, Washington, Georgia, W. D. Sanford	(1924)
Winder High School, Winder, Georgia, W. W. Stancil	(1924)
Atherton High School for Girls, Louisville, Kentucky, Emma J. Woerner	(1924)
Butler High School, Princeton, Kentucky, Everett Howton	(1924)
Carlisle High School, Carlisle, Kentucky, E. E. Pfanstiel	(1924)
Danville High School, Danville, Kentucky, Maurice Seay	(1924)
Dayton High School, Dayton, Kentucky, Earl M. Lamb	(1924)
Elizabethtown High School, Elizabethtown, Kentucky, J. C. Pirtle	(1924)
Frankfort High School, Frankfort, Kentucky, Gladstone Koffman	(1924)
Fulton High School, Fulton, Kentucky, Harvey J. Alexander	(1924)
Georgetown High School, Georgetown, Kentucky, J. W. Lancaster	(1924)
Hickman High School, Hickman, Kentucky, J. M. Calvin	(1924)
Holmes High School, Covington, Kentucky, Glenn Swing	(1924)
Hopkinsville High School, Hopkinsville, Kentucky, Arkley Wright	(1924)
Lancaster High School, Lancaster, Kentucky, R. D. Judd	(1924)
Nazareth Academy, Nazareth, Kentucky, Sister Ignatius	(1924)
Notre Dame Academy, Covington, Kentucky, Sister Ignace	(1924)
Sayre School for Girls, Lexington, Kentucky, J. C. Hanley	(1924)
Somerset High School, Somerset, Kentucky, R. E. Hill	(1924)
University High School, Lexington, Kentucky, Moses E. Ligon	(1924)
Winchester High School, Winchester, Kentucky, W. R. Champion	(1924)
Amite High School, Amite, Louisiana, R. W. Russell	(1924)
Bastrop High School, Bastrop, Louisiana, J. A. Garrett	(1924)
DeRidder High School, DeRidder, Louisiana, H. A. Buie	(1924)
Donaldsonville High School, Donaldsonville, Louisiana, B. C. Alwes	(1924)
East Carroll High School, Lake Providence, Louisiana, A. W. Warlick	(1924)
Glenmora High School, Glenmora, Louisiana, R. E. Galloway	(1924)
Kentwood High School, Kentwood, Louisiana, J. A. Arnett	(1924)
Lecompte High School, Lecompte, Louisiana, A. T. Browne	(1924)
Merryville High School, Merryville, Louisiana, Charles Gott	(1924)
Miller's Private High School, New Orleans, Louisiana, Diana Pitts	(1924)
New Orleans Academy, New Orleans, Louisiana, R. McC. Perrin	(1924)
Shreveport High School, Shreveport, Louisiana, G. C. Koffman	(1924)
Spring Hill High School, Spring Hill, Louisiana, J. L. Ligin	(1924)
Terrebone High School, Houma, Louisiana, E. L. Talbot	(1924)
Vinton High School, Vinton, Louisiana, H. A. Norton	(1924)
Welsh High School, Welsh, Louisiana, B. F. Mitchell	(1924)
White Castle High School, White Castle, Louisiana, L. S. Riehm	(1924)
Aberdeen High School, Aberdeen, Mississippi, C. E. Saunders	(1924)
All Saints College, Vicksburg, Mississippi, M. L. Newton	(1924)
Amory High School, Amory, Mississippi, J. F. Evans	(1924)

- Belzoni High School, Belzoni, Mississippi, B. P. Brooks (1924)
 Cleveland High School, Cleveland, Mississippi, J. C. Winham (1924)
 Durant High School, Durant, Mississippi, G. R. Bennett (1924)
 Flora High School, Flora, Mississippi, W. R. Sumratt (1924)
 Greenville High School, Greenville, Mississippi, E. E. Bass (1924)
 Greenwood High School, Greenwood, Mississippi, W. C. Williams (1924)
 Grenada High School, Grenada, Mississippi, John Rundle (1924)
 Gulfpark College Preparatory School, Gulfport, Mississippi, Richard Cox (1924)
 Indianola High School, Indianola, Mississippi, W. W. Lockard (1924)
 Kosciusko High School, Kosciusko, Mississippi, H. V. Cooper (1924)
 Leland High School, Leland, Mississippi, J. G. Chastain (1924)
 Lexington High School, Lexington, Mississippi, W. B. Kenna (1924)
 Merigold High School, Merigold, Mississippi, F. W. Young (1924)
 Pearl River County Agricultural High School, Poplarville, Mississippi, S. L. Stringer (1924)
 Rolling Fork High School, Rolling Fork, Mississippi, J. A. Ellard (1924)
 Rosedale High School, Rosedale, Mississippi, J. H. Nutt (1924)
 Ruleville High School, Ruleville, Mississippi, D. R. Patterson (1924)
 Sardis High School, Sardis, Mississippi, B. W. Gowdy (1924)
 Shaw High School, Shaw, Mississippi, Frank Hough (1924)
 Tallahatchie County Agricultural High School, Charleston, Mississippi, J. R. Fewell (1924)
 Hamlet High School, Hamlet, North Carolina, H. M. Kiser (1924)
 Henderson High School, Henderson, North Carolina, E. M. Rollins (1924)
 Hendersonville High School, Hendersonville, North Carolina, H. C. Mardis (1924)
 Lumberton High School, Lumberton, North Carolina, W. S. Whitaker (1924)
 Oak Ridge Institute, Oak Ridge, North Carolina, T. E. Whitaker (1924)
 Pineland School for Girls, Salemburg, North Carolina, W. J. Jones (1924)
 Scotland Neck High School, Scotland Neck, North Carolina, F. M. Tucker (1924)
 West Durham High School, West Durham, North Carolina, S. G. Lindsay (1924)
 Bamberg High School, Bamberg, South Carolina, E. P. Allen (1924)
 Camden High School, Camden, South Carolina, J. G. Richards, Jr. (1924)
 Cheraw High School, Cheraw, South Carolina, J. K. McCown (1924)
 Denmark High School, Denmark, South Carolina, A. J. Richards (1924)
 Hartsville High School, Hartsville, South Carolina, J. H. Thornwell (1924)
 Summerville High School, Summerville, South Carolina, J. H. Spann (1924)
 Winthrop Training School, Rock Hill, South Carolina, J. H. Hoover (1924)
 Bradley County High School, Cleveland, Tennessee, R. R. Anderson (1924)
 Byers-Hall High School, Covington, Tennessee, R. G. Sanford (1924)
 City High School, Chattanooga, Tennessee, W. T. Robinson (1924)
 Dyersburg High School, Dyersburg, Tennessee, C. M. Walker (1924)
 Goodlettsville High School, Goodlettsville, Tennessee, C. F. Alden (1924)
 E. W. Grove High School, Paris, Tennessee, C. B. Mathews (1924)
 Miss Hutchison's School, Memphis, Tennessee, Mary G. Hutchison (1924)
 Karns High School, Byington, Tennessee, W. H. Collier (1924)
 Kingsport High School, Kingsport, Tennessee, C. K. Koffman (1924)

Knox County Central High School, Fountain City, Tennessee, Hassie K. Gresham	(1924)
Knoxville High School, Knoxville, Tennessee, W. E. Evans	(1924)
Marion County High School, Jasper, Tennessee, J. J. Huggins	(1924)
Martin College Preparatory School, Pulaski, Tennessee, G. A. Morgan	(1924)
Maryville High School, Maryville, Tennessee, W. H. Tarwater	(1924)
Memphis University School, Memphis, Tennessee, C. C. Wright	(1924)
Elizabeth Messick High School, Memphis, Tennessee, E. C. Ball	(1924)
Morristown High School, Morristown, Tennessee, S. L. Henderson	(1924)
Murphy College Preparatory School, Sevierville, Tennessee, J. O. Creswell	(1924)
Peabody Demonstration School, Nashville, Tennessee, W. H. Yarbrough	(1924)
Polk County High School, Benton, Tennessee, J. L. Brewer	(1924)
Pure Fountain High School, Smithville, Tennessee, Z. P. Beachboard	(1924)
Ripley High School, Ripley, Tennessee, T. O. Griffiths	(1924)
Science Hill High School, Johnson City Tennessee, Lucy L. Hatcher	(1924)
Smith County High School, Carthage, Tennessee, C. M. Hardison	(1924)
Trousdale County High School, Hartsville, Tennessee, D. H. Piper	(1924)
Union City High School, Union City, Tennessee, C. K. Wilkerson	(1924)
White Haven High School, White Haven, Tennessee, Sarah Fletcher	(1924)
Amarillo High School, Amarillo, Texas, W. A. McIntosh	(1924)
Austin High School, Austin, Texas, A. N. McCallum	(1924)
Bonham High School, Bonham, Texas, L. H. Rather	(1924)
Brenham High School, Brenham, Texas, J. R. Pace	(1924)
Bryan High School, Bryan, Texas, Madison Hall	(1924)
Bryan Street High School, Dallas, Texas, Leonard Power	(1924)
Burkburnett High School, Burkburnett, Texas, W. B. Hogg	(1924)
Caldwell High School, Caldwell, Texas, C. L. McDonald	(1924)
Cameron High School, Cameron, Texas, T. A. Fisher	(1924)
Corsicana High School, Corsicana, Texas, H. D. Fillers	(1924)
Cuero High School, Cuero, Texas, J. H. Head	(1924)
Donna High School, Donna, Texas, G. V. Bear	(1924)
Eagle Lake High School, Eagle Lake, Texas, W. C. Reed	(1924)
Edinburg High School, Edinburg, Texas, H. C. Baker	(1924)
Electra High School, Electra, Texas, B. M. Dinsmore	(1924)
Gainesville High School, Gainesville, Texas, H. O. McCain	(1924)
Goliad High School, Goliad, Texas, E. A. Perrin	(1924)
Graham High School, Graham, Texas, I. T. Gilmer	(1924)
Harlingen High School, Harlingen, Texas, P. E. Phipps	(1924)
Hillsboro High School, Hillsboro, Texas, W. F. Doughty	(1924)
Kerens High School, Kerens, Texas, J. J. Hendricks	(1924)
Livingston High School, Livingston, Texas, R. L. Johnston	(1924)
Longview High School, Longview, Texas, H. L. Foster	(1924)
Lubbock High School, Lubbock, Texas, M. H. Duncan	(1924)
Main Avenue High School, San Antonio, Texas, F. S. Eakeley	(1924)
Marlin High School, Marlin, Texas, H. J. McIlhane	(1924)
Mart High School, Mart, Texas, J. J. Youngblood	(1924)
Mineral Wells High School, Mineral Wells, Texas, S. J. Smith	(1924)
Mount Pleasant High School, Mount Pleasant, Texas, P. E. Wallace	(1924)
North Side High School, Dallas, Texas, E. B. Comstock	(1924)

North Side High School, Ft. Worth, Texas, C. A. Gardner	(1923)
Oak Cliff High School, Dallas, Texas, W. H. Adamson	(1924)
Panhandle High School, Panhandle, Texas, R. F. Williams	(1924)
Polytechnic High School, Fort Worth, Texas, R. M. Parker	(1924)
St. Edward's Preparatory School, Austin, Texas, W. P. Galligan	(1924)
St. Mary's College Preparatory School, Dallas, Texas, Janette Ziegler	(1924)
Sam Houston High School, Houston, Texas, W. J. Mayes	(1924)
San Marcos High School, San Marcos, Texas, L. J. Berry	(1924)
Sherman High School, Sherman, Texas, J. C. Pyle	(1924)
Sour Lake High School, Sour Lake, Texas, J. C. Tucker	(1924)
Taylor High School, Taylor, Texas, R. H. Brister	(1924)
Terrell High School, Terrell, Texas, J. M. McGee	(1924)
Tyler High School, Tyler, Texas, J. M. Hodges	(1924)
Victoria High School, Victoria, Texas, V. L. Griffin	(1924)
Waco High School, Waco, Texas, B. B. Cobb	(1924)
Westmoorland Academy, San Antonio, Texas, Susan E. Miller	(1924)
Wharton High School, Wharton, Texas, M. B. Autry	(1924)
Whitewright High School, Whitewright, Texas, F. W. Smith	(1924)
Wichita Falls High School, Wichita Falls, Texas, S. H. Rider	(1924)
Yoakum High School, Yoakum, Texas, L. B. McGuffin	(1924)
Averett College High School, Danville, Virginia, W. D. Halsell	(1924)
Big Stone Gap High School, Big Stone Gap, Virginia, H. L. Sulfridge	(1924)
Farmville High School, Farmville, Virginia, W. P. Tate	(1924)
Harrisonburg High School, Harrisonburg, Virginia, B. L. Stanley	(1924)
Hopewell High School, Hopewell, Virginia, J. E. Mallonee	(1924)
George Mason High School, Alexandria, Virginia, Harry Baker, Jr.	(1924)
Morrison High School, Hilton Village, Virginia, J. R. Mort	(1924)
Virginia Intermont College High School, Bristol, Virginia, H. G. Noffsinger	(1924)
Williamsburg High School, Williamsburg, Virginia, J. Flint Waller	(1924)
Albany High School, Albany, Alabama, R. B. Johnson	(1925)
Andalusia High School, Andalusia, Alabama, P. G. Myer	(1925)
Rivers Academy, Athens, Alabama, Carrie Ruth Lee	(1925)
Lee County High School, Auburn, Alabama, J. A. Parrish	(1925)
Compton Seminary, Birmingham, Alabama, Hattie Morton	(1925)
Snead Seminary, Boaz, Alabama, William Fielder	(1925)
Bibb County High School, Centerville, Alabama, O. C. Bottoms	(1925)
Eufaula High School, Eufaula, Alabama, T. G. Wilkinson	(1925)
Fairfield High School, Fairfield, Alabama, F. M. Cook	(1925)
Covington County High School, Florala, Alabama, Patterson Hicks	(1925)
Marshall County High School, Guntersville, Alabama, D. L. Hovater	(1925)
Girls' Preparatory School, Mobile, Alabama, Kathleen W. Yerger	(1925)
Opp High School, Opp, Alabama, H. N. Lee	(1925)
Talladega High School, Talladega, Alabama, E. A. McBride	(1925)
Thorsby Institute, Thorsby, Alabama, Helen C. Jenkins	(1925)
Uniontown High School, Uniontown, Alabama, J. S. Branyon	(1925)
Auburndale High School, Auburndale, Florida, B. L. Hanselman	(1925)
Avon Park High School, Avon Park, Florida, R. T. Fairey	(1925)
Bushnell High School, Bushnell, Florida, J. N. Overhultz	(1925)
DeLand High School, DeLand, Florida, R. H. Adams	(1925)
DeSoto County High School, Arcadia, Florida, J. M. Crowell	(1925)

Gadsden County High School, Quincy, Florida, J. E. Brewton	(1925)
High Springs High School, High Springs, Florida, John H. Keck	(1925)
Largo High School, Largo, Florida, W. E. Erwin	(1925)
Leesburg High School, Leesburg, Florida, W. B. Treloar	(1925)
Marianna High School, Marianna, Florida, S. N. Reeves	(1925)
Melbourne High School, Melbourne, Florida, A. L. Broyles	(1925)
Mount Dora High School, Mount Dora, Florida, D. D. Roseborough	(1925)
Ocoee High School, Ocoee, Florida, R. G. Pitman	(1925)
Sanford High School, Sanford, Florida, G. E. McKay	(1925)
Stuart High School, Stuart, Florida, A. L. Boyer	(1925)
Suwannee County High School, Live Oak, Florida, P. L. Peaden	(1925)
Taylor County High School, Perry, Florida, Charles M. Jones	(1925)
Titusville High School, Titusville, Florida, L. L. Blackburn	(1925)
Vero Beach High School, Vero Beach, Florida, A. J. Hutchins	(1925)
Winter Haven High School, Winter Haven, Florida, Walter Roberts	(1925)
Albany High School, Albany, Georgia, J. O. Allen	(1925)
Tech High School, Atlanta, Georgia, W. O. Cheney	(1925)
Bainbridge High School, Bainbridge, Georgia, E. G. Elcan	(1925)
Cairo High School, Cairo, Georgia, J. H. Morrison	(1925)
Calhoun High School, Calhoun, Georgia, M. C. Allen	(1925)
Columbus High School, Columbus, Georgia, T. C. Kendrick	(1925)
Dalton High School, Dalton, Georgia, M. O. McCord	(1925)
Decatur High School, Decatur, Georgia, Lamar Ferguson	(1925)
Hartwell High School, Hartwell, Georgia, J. I. Allman	(1925)
Hawkinsville High School, Hawkinsville, Georgia, T. A. Clower	(1925)
Metter High School, Metter, Georgia, W. T. Knox	(1925)
Monroe High School, Monroe, Georgia, C. W. Reid	(1925)
Moultrie High School, Moultrie, Georgia, J. L. Yaden	(1925)
Brewton-Parker Institute, Mount Vernon, Georgia, A. M. Gates	(1925)
Waycross High School, Waycross, Georgia, W. D. Miller	(1925)
West Point High School, West Point, Georgia, W. P. Thomas	(1925)
Beaver Dam High School, Beaver Dam, Kentucky, Warren Peyton	(1925)
Bethel Academy, Wilmore, Kentucky, George Burkholder	(1925)
Franklin High School, Franklin, Kentucky, W. L. Mathews	(1925)
Glasgow High School, Glasgow, Kentucky, R. A. Palamore	(1925)
Greenville High School, Greenville, Kentucky, V. M. Moseley	(1925)
Hamilton College Preparatory, Lexington, Kentucky, Hilda Threlkeld	(1925)
Hazard High School, Hazard, Kentucky, J. Foley Snyder	(1925)
Kentucky Military Institute, Lyndon, Kentucky, Charles Richmond	(1925)
Leitchfield High School, Leitchfield, Kentucky, Foreman A. Rudd	(1925)
Massie School for Boys, Versailles, Kentucky, R. K. Massie, Jr.	(1925)
Pikeville High School, Pikeville, Kentucky, G. W. Oliver	(1925)
Pineville High School, Pineville, Kentucky, W. M. Wilson	(1925)
Russell High School, Russell, Kentucky, B. F. Kidwell	(1925)
St. Catherine Academy, Springfield, Kentucky, Sister Bernadetta	(1925)
St. Walburg's Academy, Covington, Kentucky, Sister Clotilde	(1925)
Stanford High School, Stanford, Kentucky, O. F. Galloway	(1925)
Villa Madonna, Covington, Kentucky, Sister Vincentia	(1925)
Arcadia High School, Arcadia, Louisiana, D. G. Armstrong	(1925)
Boyce High School, Boyce, Louisiana, B. Tubre	(1925)
Cecelia High School, Beaux Bridge, Louisiana, A. J. Cormier	(1925)

- Crowley High School, Crowley, Louisiana, J. W. Mobley (1925)
 Delhi High School, Delhi, Louisiana, J. P. Wagner (1925)
 Denham Springs High School, Denham Springs, Louisiana, Wm. Fresh-
 water (1925)
 Gilbert High School, Gilbert, Louisiana, S. N. Chennault (1925)
 Lake Arthur High School, Lake Arthur, Louisiana, G. H. Middleton (1925)
 Monroe City High School, Monroe, Louisiana, E. L. Neville (1925)
 Opelousas High School, Opelousas, Louisiana, P. D. Pavy (1925)
 Ouachita Parish High School, Monroe, Louisiana, Jack Hayes (1925)
 Patterson High School, Patterson, Louisiana, T. P. Bank (1925)
 Poydras High School, New Roads, Louisiana, E. B. Jewell (1925)
 Rayne High School, Rayne, Louisiana, W. Sonnier (1925)
 Sulphur High School, Sulphur, Louisiana, I. D. Bayne (1925)
 Haynesville High School, Haynesville, Louisiana, Joe Farrar (1925)
 Lisbon High School, Lisbon, Louisiana, M. J. Haynes (1925)
 St. John's High School, Shreveport, Louisiana, Rev. Andre Monsabert (1925)
 Morgan City High School, Morgan City, Louisiana, H. L. Killen (1925)
 Picayune High School, Picayune, Mississippi, T. K. Boggan (1925)
 Aberdeen High School, Aberdeen, North Carolina, A. S. Ballard (1925)
 Asheville Normal High School Dept., Asheville, North Carolina, Olivia C.
 Gillespie (1925)
 Chapel Hill High School, Chapel Hill, North Carolina, L. R. Sides (1925)
 Concord High School, Concord, North Carolina, A. H. Jarratt (1925)
 Farmville High School, Farmville, North Carolina, G. R. Wheeler (1925)
 Cool Springs High School, Forest City, North Carolina, C. A. Erwin (1925)
 Goldsboro High School, Goldsboro, North Carolina, W. A. Mahler (1925)
 Greensboro High School, Greensboro, North Carolina, C. W. Phillips (1925)
 Greenville High School, Greenville, North Carolina, J. A. Keech (1925)
 Henrietta-Carleen High School, Henrietta, North Carolina, J. B. Jones (1925)
 Hickory High School, Hickory, North Carolina, R. W. Carver (1925)
 High Point High School, High Point, North Carolina, L. R. Johnston (1925)
 Lexington High School, Lexington, North Carolina, T. D. Stokes (1925)
 Monroe High School, Monroe, North Carolina, G. W. Bradshaw (1925)
 Morganton High School, Morganton, North Carolina, D. W. Maddox (1925)
 Raeford High School, Raeford, North Carolina, J. M. Stackhouse (1925)
 Reidsville High School, Reidsville, North Carolina, J. H. Fleming (1925)
 Rocky Mount High School, Rocky Mount, North Carolina, Z. L. Foy (1925)
 Rutherfordton-Spindale High School, Rutherfordton, North Carolina, B. L.
 Smith (1925)
 Saint Mary's School, Raleigh, North Carolina, W. W. Way (1925)
 Selma High School, Selma, North Carolina, W. G. Woodlief (1925)
 Statesville High School, Statesville, North Carolina, R. M. Gray (1925)
 Thomasville High School, Thomasville, North Carolina, P. C. Newton (1925)
 Washington High School, Washington, North Carolina, E. S. Johnson (1925)
 Anderson High School, Anderson, South Carolina, E. C. McCants (1925)
 Clinton High School, Clinton, South Carolina, J. H. Witherspoon (1925)
 Easley High School, Easley, South Carolina, W. M. Scott (1925)
 Edgefield High School, Edgefield, South Carolina, D. R. Riser (1925)
 Greer High School, Greer, South Carolina, Edmund Wroe (1925)
 Georgetown High School, Georgetown, South Carolina, Wm. C. Bynum
 (1925)
 Honea Path High School, Honea Path, South Carolina, L. L. Wright (1925)

Laurens High School, Laurens, South Carolina, H. W. Gasque	(1925)
Mullins High School, Mullins, South Carolina, R. E. Harley	(1925)
Union High School, Union, South Carolina, T. C. Jolly, Jr.	(1925)
Walterboro High School, Walterboro, South Carolina, W. H. Ward	(1925)
York High School, York, South Carolina, E. A. Montgomery	(1925)
Baxter Seminary High School, Baxter, Tennessee, H. L. Upperman	(1925)
Lenoir City High School, Lenoir City, Tennessee, Curtis G. Gentry	(1925)
Nicholas Blackwell High School, Bartlett, Tennessee, John H. George	(1925)
Oneida High School, Oneida, Tennessee, W. J. Smith	(1925)
Pleasant Hill Academy, Pleasant Hill, Tennessee, E. H. Elam	(1925)
St. Cecelia Academy, Nashville, Tennessee, Sister Dorothea	(1925)
Beaumont High School, Beaumont, Texas, E. C. McDonald	(1925)
Brackenridge High School, San Antonio, Texas, Enos Gary	(1925)
Brownwood High School, Brownwood, Texas, E. J. Woodward	(1925)
Calvert High School, Calvert, Texas, Ben S. Peek	(1925)
Denton High School, Denton, Texas, W. T. Doggett	(1925)
Ennis High School, Ennis, Texas, J. W. O'Banion	(1925)
Greenville High School, Greenville, Texas, L. C. Gee	(1925)
Lufkin High School, Lufkin, Texas, I. A. Coston	(1925)
McKinney High School, McKinney, Texas, J. S. Carlisle	(1925)
El Paso High School, El Paso, Texas, L. B. Davis	(1925)
El Paso School for Girls, El Paso, Texas, Blanche Averill	(1925)
Goose Creek High School, Goose Creek, Texas, J. H. Wright	(1925)
Highland Park High School, Dallas, Texas, E. S. Lawler	(1925)
Marfa High School, Marfa, Texas, J. E. Gregg	(1925)
Marshall High School, Marshall, Texas, R. B. Sparks	(1925)
Mercedes High School, Mercedes, Texas, E. H. Poteet	(1925)
Mineola High School, Mineola, Texas, C. E. Nesbitt	(1925)
Mission High School, Mission, Texas, S. L. Hardin	(1925)
Navasota High School, Navasota, Texas, L. G. Andrews	(1925)
Quanah High School, Quanah, Texas, C. E. Davis	(1925)
Rosebud High School, Rosebud, Texas, N. W. McCann	(1925)
Rosenberg High School, Rosenberg, Texas, J. T. H. Bickley	(1925)
San Antonio Academy, San Antonio, Texas, W. W. Bondurant	(1925)
South Park High School, Beaumont, Texas, Z. A. Williams	(1925)
Texarkana High School, Texarkana, Texas, H. W. Stillwell	(1925)
Crewe High School, Crewe, Virginia, R. H. Owen	(1925)
Great Bridge High School, Fentress, Virginia, J. H. Kelly, Jr.	(1925)
Fork Union Military Academy, Fork Union, Virginia, N. J. Perkins	(1925)
Manassas Agricultural High School, Manassas, Virginia, Eugenia H. Osbourn	(1925)
Anniston High School, Anniston, Alabama, S. E. Alverson	(1926)
Coffee County High School, Enterprise, Alabama, W. E. Snuggs	(1926)
Morgan County High School, Hartselle, Alabama, W. T. Hiller	(1926)
Huntsville High School, Huntsville, Alabama, W. G. Hamm	(1926)
Lafayette High School, Lafayette, Alabama, E. L. Stough	(1926)
Marion Military Institute, Marion, Alabama, W. L. Murfee	(1926)
Dale County High School, Ozark, Alabama, A. C. Anderson	(1926)
Secondary Agricultural School, Sylacauga, Alabama, W. F. Nichols	(1926)
Deshler High School, Tuscumbia, Alabama, R. E. Thompson	(1926)
Hernando County High School, Brooksville, Florida, G. B. Simmons	(1926)

Ponce de Leon High School, Coral Gables, Florida, A. L. Isaacs	(1926)
Crescent City High School, Crescent City, Florida, J. F. Houck, Jr.	(1926)
Eau Gallie High School, Eau Gallie, Florida, D. G. Beck	(1926)
Groveland High School, Groveland, Florida, H. D. Epting	(1926)
Haines City High School, Haines City, Florida, E. A. Crowell	(1926)
Hastings High School, Hastings, Florida, F. B. Lindsay	(1926)
Redland High School, Redland, Florida, L. A. Gray	(1926)
English Classical School, Tampa, Florida, J. Hanford	(1926)
Carrollton High School, Carrollton, Georgia, Knox Walker	(1926)
Jackson High School, Jackson, Georgia, R. I. Knox	(1926)
Manchester High School, Manchester, Georgia, H. R. McLarty	(1926)
Ballard County High School, LaCenter, Kentucky, J. S. Irvine	(1926)
Central City High School, Central City, Kentucky, Tim Meinschien	(1926)
Columbia High School, Columbia, Kentucky, L. H. Lutes	(1926)
Harlan High School, Harlan, Kentucky, Paul Meek	(1926)
Knott County High School, Pippa Pass, Kentucky, J. R. Cooper	(1926)
Louisa High School, Louisa, Kentucky, William Vaughan	(1926)
Livermore High School, Livermore, Kentucky L. B. Burge	(1926)
Loretta High School, Louisville, Kentucky, Sister M. Faber	(1926)
Ludlow High School, Ludlow, Kentucky, L. F. Gilligan	(1926)
Margaret Hall School, Versailles, Kentucky, Sara Gaither	(1926)
Mount St. Joseph Academy, St. Joseph, Kentucky, Sister Eugenia	(1926)
Nicholasville High School, Nicholasville, Kentucky, L. G. Wesley	(1926)
Ogden College Preparatory School, Bowling Green, Kentucky, R. A. Burton	(1926)
Picadome High School, Lexington, Kentucky, Margaret McCubbing	(1926)
Providence High School, Providence, Kentucky, Gordon Pennybaker	(1926)
Russellville High School, Russellville, Kentucky, C. T. Canon	(1926)
Sacred Heart Academy, Louisville, Kentucky, Sister Angela	(1926)
Scottsville High School, Scottsville, Kentucky, M. D. Bryant	(1926)
St. Catherine's Academy, Lexington, Kentucky, Sister Columbia	(1926)
Versailles High School, Versailles, Kentucky, Paul L. Garrett	(1926)
Witherspoon College, Buckhorn, Kentucky, Asbury Johnstone	(1926)
Covington High School, Covington, Louisiana, Eleanor Rayne	(1926)
DeRidder High School, DeRidder, Louisiana, H. A. Buie	(1925)
Hammond High School, Hammond, Louisiana, L. A. Sims	(1926)
Holy Cross Academy, New Orleans, Louisiana, Brother Engelbert	(1926)
Independence High School, Independence, Louisiana, T. B. Pugh, Jr.	(1926)
Leesville High School, Leesville, Louisiana, A. H. Nanney	(1926)
Mansfield High School, Mansfield, Louisiana, I. C. Strickland	(1926)
New Iberia High School, New Iberia, Louisiana, C. M. Bahon	(1926)
Oakdale High School, Oakdale, Louisiana, E. H. Lenox	(1926)
Plaquemine High School, Plaquemine, Louisiana, S. L. Crownover	(1926)
Ponchatoula High School, Ponchatoula, Louisiana, C. C. Pittman	(1926)
Slidell High School, Slidell, Louisiana, F. C. Ratliff	(1926)
Sophie B. Wright, New Orleans, Louisiana, Mrs. Alice Lusher	(1926)
Vicksburg High School, Vicksburg, Mississippi, J. P. Carr	(1926)
Thornwell High School, Clinton, South Carolina, L. Ross Lynn	(1926)
Gaffney High School, Gaffney, South Carolina, W. C. Taylor	(1926)
Kershaw High School, Kershaw, South Carolina, N. G. Patton	(1926)
Winnsboro High School, Winnsboro, South Carolina, G. F. Patton	(1926)

David Lipscomb College Preparatory School, Nashville, Tennessee, H. Leo Boles	(1926)
Harriman High School, Harriman, Tennessee, J. H. Jarvis	(1926)
Hiawassee College Preparatory School, Madisonville, Tennessee, J. M. Reedy	(1926)
Miss Hutchison's School, Memphis, Tennessee, Mary G. Hutchison	(1926)
Memphis University School, Memphis, Tennessee, C. C. Wright	(1926)
Rockwood High School, Rockwood, Tennessee, T. R. Eutsler	(1926)
Springfield High School, Springfield, Tennessee, W. M. Overcash	(1926)
Carrizo Springs High School, Carrizo Springs, Texas, B. J. Bruton	(1926)
Groesbeck High School, Groesbeck, Texas, D. M. Majors	(1926)
Harrisburg High School, Harrisburg, Texas, J. O. Webb	(1926)
Hereford High School, Hereford, Texas, C. H. Dillehay	(1926)
Honey Grove High School, Honey Grove, Texas, T. P. Walker	(1926)
Humble High School, Humble, Texas, E. K. Barden	(1926)
Jefferson Davis High School, Houston, Texas, H. N. Hoffstall	(1926)
Lone Oak High School, Lone Oak, Texas, J. H. Houser	(1926)
Pecos High School, Pecos, Texas, J. R. Humphrey	(1926)
Ralls High School, Ralls, Texas, W. E. Patty	(1926)
San Jacinto High School, Houston, Texas, T. H. Rogers	(1926)
Schreiner Institute, Kerrville, Texas, J. J. Delaney	(1926)
Sonora High School, Sonora, Texas, M. O. Britt	(1926)
Sunset High School, Dallas, Texas, J. A. Wilson	(1926)
Tulia High School, Tulia, Texas, W. H. Younger	(1926)
West High School, West, Texas, W. E. Cantrell	(1926)
Bridgewater High School, Bridgewater, Virginia, Lina E. Sanger	(1926)
Christchurch School, Christchurch, Virginia, Barton Palmer	(1926)
Culpepper High School, Culpepper, Virginia, R. R. Tolbert	(1926)
Holland High School, Holland, Virginia, Hugh B. White	(1926)
Oceana High School, Oceana, Virginia, R. J. Johnson	(1926)
Pittsylvania High School, Chatham, Virginia, C. K. Holsinger	(1926)
St. Catherine's School, Westhampton, Virginia, Louisa deB. Bacot	(1926)
Sullins College High School, Bristol, Virginia, W. E. Martin	(1926)
The Swavely School, Manassas, Virginia, Eli Swavely	(1926)
Whitmell Farm-Life School, Whitmell, Virginia, Mrs. F. C. Beverley	(1926)
Woodrow Wilson High School, Portsmouth, Virginia, J. L. Codd	(1926)

INDIVIDUAL MEMBERS

- Allen, A. T., Department of Public Instruction, Raleigh, N. C.
 Anderson, Stonewall, Secretary, Board of Education, Methodist Episcopal Church, South, Nashville, Tennessee.
 Cocke, M. Estes, Secretary-Treasurer, Hollins College, Hollins, Virginia.
 Colwell, N. P., Secretary, Council on Medical Education, American Medical Association, Chicago, Illinois.
 Davis, Arthur Kyle, President of Southern Female College, Petersburg Virginia.
 Evans, A. W., Texas Technological College, Lubbock, Texas.
 Fulp, J. D., State High School Inspector, Columbia, South Carolina.
 Highsmith, J. Henry, High School Inspector, Raleigh, North Carolina.
 Hodgdon, F. C., 70 Fifth Avenue, New York City.

McMillan, J. P., Assistant Secretary, Board of Education, Methodist Episcopal Church, Chicago.

Nelson, D. M., Secretary of Baptist Education Commission, Jackson, Mississippi.

Pound, E. A., High School Inspector, Atlanta, Georgia.

Spencer, W. L., High School Inspector, Montgomery, Alabama.

Stephenson, N. W., New York City.

Stritch, Thomas E., Superintendent of Southern Jesuit Colleges and Schools, New Orleans, Louisiana.

Sweets, Henry H., 410 Urban Bldg., Louisville, Kentucky.

Trudeau, Charles F., State High School Inspector, Baton Rouge, Louisiana.

DELEGATES AND VISITORS

ATTENDING THE THIRTY-FIRST ANNUAL MEETING

Jackson, Mississippi, November 30-December 3, 1926

I. REPRESENTATIVES OF MEMBER INSTITUTIONS

(a) Colleges and Universities

Agnes Scott College—President J. R. McCain, Registrar S. G. Stukes, Dean Nannette Hopkins.

Agricultural and Mechanical College of Texas—Dean C. E. Friley.

Alabama College—President O. C. Carmichael, Dean T. H. Napier.

Alabama Polytechnic Institute—Registrar B. L. Shi.

Baylor College for Women—President J. C. Hardy.

Baylor University—President S. P. Brooks.

Berea College—Dean T. A. Hendricks.

Birmingham-Southern College—President G. E. Snively, Dean G. W. Mead.

Bridgewater College—President P. H. Bowman.

Centenary College of Louisiana—Dean J. A. Hardin, Professor G. M. Reynolds.

Centre College—Dean C. G. Crooks.

Coker College—President Carlyle Campbell.

College of Charleston—Professor R. H. Coleman, Professor C. A. Graeser.

College of Industrial Arts—President L. H. Hubbard.

College of William and Mary—President J. A. C. Chandler.

Converse College—President R. P. Pell.

Davidson College—President W. J. Martin.

Duke University—President W. P. Few, Professor H. Holton.

Elon College—Professor T. C. Amick.

Emory and Henry College—Dean H. M. Henry.

Emory University—Dean T. H. Jack.

Ersine College—President R. C. Grier.

Florida State College for Women—Dean Mina Kerr, Dean W. G. Dodd.

Furman University—Professor Harry Clark.

Georgetown College—President M. B. Adams, Dean R. T. Hinton.

Georgia School of Technology—Registrar H. H. Caldwell.

Georgia State College for Women—Dean E. H. Scott.

Greensboro College—President S. B. Turrentine.

Guilford College—Professor F. H. Turner.

- Howard College—President J. C. Dawson, Vice-President T. R. Eagles.
Incarnate Word College—Sister M. Columkille, President, Sister M. Polycarp.
Judson College—President E. V. Baldy.
Louisiana College—President C. Cottingham.
Louisiana State University—Dean C. A. Ives, Dean C. E. Coates, Professor H. L. Garrett.
Marshall College—President M. P. Shawkey.
Maryville College—Registrar C. H. Gillingham.
Mercer University—Dean Peyton Jacob.
Meredith College—President C. E. Brewer.
Millsaps College—President D. M. Key, Professor J. R. Lin.
Mississippi A. & M. College—President B. M. Walker, Dean W. F. Hand, Dean A. B. McKay, Professor C. E. Cain.
Mississippi College—President J. W. Provine, Professor D. M. Nelson, Professor M. Latimer.
Mississippi State College for Women—President J. C. Fant, Librarian Beulah Culbertson.
Mississippi Woman's College—President J. L. Johnson, Dean L. Q. Campbell, Professor L. C. Bradley.
North Carolina College for Women—Vice President W. C. Jackson, Registrar Mary T. Moore.
Our Lady of the Lake College—President H. A. Constantineau.
Peabody College—Professor S. Phelps.
Presbyterian College of South Carolina—President D. M. Douglas.
Randolph-Macon College—President R. E. Blackwell.
Randolph-Macon Woman's College—President D. R. Anderson.
Salem College—President H. E. Rondthaler.
Shorter College—President W. D. Furry.
Southern Methodist University—Dean E. D. Jennings.
Southwestern—President C. E. Diehl.
Southwestern Louisiana Institute—President E. L. Stephens.
Spring Hill College—Professor J. A. Greeley.
Sweet Briar College—Dean Emily Dutton.
Texas Christian University—Dean C. D. Hall.
Transylvania College—President A. D. Harmon.
Trinity University—President J. H. Burma.
Tulane University—President A. B. Dinwiddie, Professor J. A. Lyon.
Tusculum College—President C. O. Gray, Dean R. D. Wellons.
University of Alabama—Dean C. H. Barnwell, Professor L. H. King.
University of Chattanooga—President A. A. Brown, Dean P. L. Palmer, Professor F. F. Hooper.
University of Florida—President A. A. Murphree, Professor Joseph Roemer.
University of Georgia—Professor W. D. Hooper, Professor J. S. Stewart, Professor E. D. Pusey, Dean T. J. Woolfer.
University of Kentucky—President F. L. McVey, Registrar E. L. Gillis, Professor M. E. Ligon, Professor F. W. Reeves.
University of Louisville—Professor E. B. Fowler.
University of Mississippi—Dean O. A. Shaw, Professor A. L. Bondurant.
University of Missouri—Dean Walter Miller.
University of North Carolina—President H. W. Chase, Dean N. W. Walker, Registrar T. J. Wilson, Jr., Librarian L. R. Wilson.

University of South Carolina—Dean L. T. Baker, Professor J. A. Stoddard.
 University of Tennessee—Dean J. D. Hoskins, Professor E. R. Gabler.
 University of Texas—Dean H. W. Harper, Registrar E. J. Mathews, Professor W. J. Battle.
 University of Virginia—Professor W. H. Faulkner, Professor W. R. Smithey.
 Vanderbilt University—Chancellor J. H. Kirkland, Dean W. L. Fleming.
 Virginia Military Institute—Professor W. M. Hunley.
 Virginia Polytechnic Institute—President J. A. Burruss.
 Wake Forest College—Professor C. C. Pearson.
 Washington and Lee University—Dean H. D. Campbell.
 Wesleyan College—President W. F. Quillian, Dean W. K. Greene.
 West Virginia University—President F. B. Trotter.
 Wofford College—Dean A. M. DuPre.

(b) *Division of Teacher Training Colleges*

East Texas State Teachers College—President S. H. Whitley.
 Louisiana State Normal College—Acting President H. L. Prather, Professor S. M. Byrd.
 North Texas State Teachers College—President R. L. Marquis.
 Sam Houston State Teachers College—President H. F. Estill, Professor J. L. Clark.
 Southwestern Texas State Teachers College—President C. E. Evans.
 Western Kentucky State Teachers College—Professor A. L. Crabb, Professor A. M. Stickles.

(c) *Junior Colleges*

Gulf Park College—President R. G. Cox.
 The Junior College of Augusta—President G. P. Butler.
 Marion Institute—President W. L. Murfee.
 Mars Hill College—Vice-President P. L. Elliott, Dean I. N. Carr.
 Sullins College—President W. E. Martin, Dean D. L. Metts.
 Tennessee Wesleyan College—President J. L. Robb.
 Virginia Intermont College—President H. G. Noffsinger, Dean Marguerite Pflug.
 Ward Belmont School—Vice-President J. W. Barton.

(d) *Secondary Schools*

Birmingham Public Schools, Birmingham, Alabama—Associate Superintendent C. A. Brown.
 The Simpson School, Birmingham, Alabama—Principal J. M. Malone.
 Ensley High School, Birmingham, Alabama—Principal E. E. Smith.
 Marshall County High School, Guntersville, Alabama—Principal D. L. Hovater.
 University Military School, Girls Preparatory School—Superintendent J. T. Wright, Mrs. J. T. Wright.
 Newton Institute, Newton, Alabama—President C. J. Cheves.
 Pensacola High School, Pensacola, Florida—Principal J. H. Workman.
 St. Leo Academy, St. Leo, Florida—Father Jerome, Prefect.
 Tampa High School, Tampa, Florida—Director E. L. Robinson.
 Girls High School, Atlanta, Georgia—Principal Jessie Muse.
 University School for Boys, Atlanta, Georgia—President R. K. White.
 Georgia Military Academy, College Park, Georgia—President John C. Woodward.

- Riverside Military Academy, Gainesville, Georgia—Principal W. D. Mooney.
 The Berry Schools, Mount Berry, Georgia—Principal G. Leland Green.
 Darlington School, Rome, Georgia—President C. R. Wilcox.
 Girls High School, Louisville, Kentucky—Principal S. B. Tinsley.
 Loretto High School, Louisville, Kentucky—Principal Sister M. Faber Wheat.
- Louisville Male High School, Louisville, Kentucky—Principal J. B. Carpenter.
- Owensboro High School, Owensboro, Kentucky—Principal J. O. Leurs.
 Belton High School, Alexandria, Louisiana—Principal S. M. Brame.
 East Carroll High School, Lake Providence, Louisiana—Superintendent A. W. Warlick.
- Isidore Newman Manual Training School, New Orleans, Louisiana—Principal C. C. Henson.
 Lecompte High School, Natchitoches, Louisiana—Principal A. T. Browne.
 Aberdeen City Schools, Aberdeen, Mississippi—Superintendent C. E. Saunders.
- Amory Public Schools, Amory, Mississippi—Superintendent J. F. Evans.
 Belzoni Public Schools, Belzoni, Mississippi—Superintendent B. P. Brooks.
 Biloxi City Schools, Biloxi, Mississippi—Superintendent A. L. May.
 Biloxi High School, Biloxi, Miss—Principal George Ditto.
 Brookhaven Public Schools, Brookhaven, Mississippi—Superintendent E. S. Bowlus.
- Brookhaven High School, Brookhaven, Mississippi—Principal C. H. Lipsey.
 Canton High School, Canton, Mississippi—Superintendent J. M. Smyth.
 Tallahatchie County Agricultural High School, Charleston, Mississippi—Superintendent J. R. Fewell.
- Clarksdale High School, Clarksdale, Mississippi—Superintendent H. B. Heidelberg.
- Cleveland Consolidated School, Cleveland, Mississippi—Superintendent J. C. Windham.
- Corinth City Schools, Corinth, Mississippi—Superintendent C. L. Crawley.
 S. D. Lee High School, Columbus, Mississippi—Superintendent H. H. Ellis.
 Durant High School, Durant, Mississippi—Superintendent G. R. Bennett.
 Flora High School, Flora, Mississippi—Principal W. R. Sumrall.
 Greenville Public Schools, Greenville, Mississippi—Superintendent E. E. Bass.
 Greenwood High School, Greenwood, Mississippi—Superintendent W. C. Williams.
- Grenada High School, Grenada, Mississippi—Superintendent John Rundle.
 Gulfport City Schools, Gulfport, Mississippi—Superintendent B. F. Brown.
 Gulfport High School, Gulfport, Mississippi—Principal C. S. Wilson.
 Gulf Coast Military Academy, Gulfport, Mississippi—Principal Junior Department, T. M. Sykes, Dean J. E. Belka.
- Hattiesburg High School, Hattiesburg, Mississippi—Superintendent W. I. Thames.
- Central High School, Jackson, Mississippi—Superintendent E. L. Bailey.
 Jackson City Schools, Jackson, Mississippi—Assistant Superintendent Grover Hooker.
- Kosciusko High School, Kosciusko, Mississippi—Superintendent H. V. Cooper.
 Laurel City Schools, Laurel, Mississippi—Superintendent R. H. Watkins.
 Leland High School, Leland, Mississippi—Superintendent J. G. Chastain.

Lexington High School, Lexington, Mississippi—Superintendent W. B. Kenna.
McComb City Schools, McComb, Mississippi—Superintendent D. L. Blackwelder.

Meridian Public Schools, Meridian, Mississippi—Superintendent H. M. Ivy.
Meridian High School, Meridian, Mississippi—Principal M. E. Greer.

Merigold High School, Merigold, Mississippi—Superintendent F. W. Young.

New Albany City Schools, New Albany, Mississippi—Superintendent B. L. Coulter.

Picayune High School, Picayune, Mississippi—Superintendent T. K. Boggan.
Chamberlain-Hunt Academy, Port Gibson, Mississippi—President J. W. Kennedy.

Hinds County Agricultural High School, Raymond, Mississippi—Superintendent R. E. L. Sutherland.

Rolling Fork Consolidated School, Rolling Fork, Mississippi—Superintendent J. A. Ellond.

Rosedale High School, Rosedale, Mississippi—Superintendent J. H. Nutt,
Miss Margaret Allen.

Ruleville High School, Ruleville, Mississippi—Superintendent D. R. Patterson.

Shaw High School, Shaw, Mississippi—Superintendent Frank Hough.

Vicksburg High School, Vicksburg, Mississippi—Principal H. A. Dunahoo.

All Saints' Junior College, High School Department, Vicksburg, Mississippi—
Principal Mary L. Newton.

West Point City Schools, West Point, Mississippi—Superintendent B. T. Schumpert.

Yazoo City High School, Yazoo City, Mississippi—Superintendent R. L. Bedwell.

Fassifern School, Hendersonville, North Carolina—President J. R. Sevier.

Greensboro High School, Greensboro, North Carolina—Principal C. W. Phillips.

High Point High School, High Point, North Carolina—Principal L. R. Johnston.

Kinston City Schools, Kinston, North Carolina—Superintendent K. R. Curtis.

Saint Mary's School, Raleigh, North Carolina—Rector W. W. Way.

Boyden High School, Salisbury, North Carolina—Professor F. B. John.

Chester City Schools, Chester, South Carolina—Superintendent M. E. Brockman.

Chester High School, Chester, South Carolina—Principal D. L. Rambo.

Thornwell Schools, Clinton, South Carolina—Superintendent R. O. Nelson.

Columbia City Schools, Columbia, South Carolina—Superintendent W. H. Hand.

Denmark City Schools, Denmark, South Carolina—Superintendent A. J. Richards.

Easley Public Schools, Easley, South Carolina—Superintendent W. M. Scott.

Gaffney High School, Gaffney, South Carolina—Superintendent W. C. Taylor.

Greenwood High School, Greenwood, South Carolina—Superintendent W. E. Black.

Spartanburg City Schools, Spartanburg, South Carolina—Superintendent Frank Evans.

Union High School, Union, South Carolina—Principal E. R. Crow.

Baxter Seminary, Baxter, Tennessee—President H. L. Upperman.

The McCallie School, Chattanooga, Tennessee—Headmaster S. J. McCallie, Associate Headmaster R. F. Thomason.

Columbia Military Academy, Columbia, Tennessee—Headmaster R. V. Erwin.
Columbia City Schools, Columbia, Tennessee—Superintendent R. L. Harris.
Knoxville High School, Knoxville, Tennessee—Librarian Etta L. Matthews.
Cumberland Preparatory School, Lebanon, Tennessee—Acting President E. L. Stockton.

Castle Heights Military Academy, Lebanon, Tennessee—Headmaster J. M. Ward.

Shelby County Schools, Memphis, Tennessee—Superintendent Sue Powers.
Memphis Schools, Memphis, Tennessee—Superintendent R. L. Jones.
Miss Hutchison's School, Memphis, Tennessee—Principal Mary G. Hutchison.

Montgomery Bell Academy, Nashville, Tennessee—Headmaster Isaac Bail.
Hume-Fogg High School, Nashville, Tennessee—Principal C. T. Kirkpatrick.
Wallace University School, Nashville, Tennessee—Principal C. B. Wallace.
St. Cecilia Academy, Nashville, Tennessee—Principal Sister Dorothea.
Tennessee Military Institute, Sweetwater, Tennessee—Superintendent C. R. Endsley.

Ball High School, Galveston, Texas—Principal W. A. James.
Port Arthur High School, Port Arthur, Texas—Principal Galen Jones.
Westmoorland College Academy, San Antonio, Texas—Dean Jessie W. Nance.
Main Avenue High School, San Antonio, Texas—Principal F. S. Eakeley.
Averett College, High School Department, Danville, Virginia—President J. P. Craft.

Randolph-Macon Academy, Bedford City, Virginia—Principal W. R. Phelps.
John Marshall High School, Richmond, Virginia—Principal J. C. Harwood.
Staunton Military Academy, Staunton, Virginia—Headmaster R. W. Wonson.

II. INDIVIDUAL MEMBERS

Anderson, Stonewall, Secretary, Board of Education, Methodist Episcopal Church, South, Nashville, Tennessee.

Highsmith, J. Henry, State High School Supervisor, Raleigh, North Carolina.
MacMillan, Joseph P., Assistant Secretary, Board of Education, Methodist Episcopal Church, Chicago, Illinois.

Nelson, D. M., Secretary, Mississippi Baptist Education Commission, Jackson, Mississippi.

Pound, Edwin A., State High School Supervisor, Atlanta, Georgia.
Spencer, W. L., Director of Secondary Education, State Department of Education, Montgomery, Alabama.

Stritch, Thomas E., Superintendent Southern Jesuit Colleges and High Schools, New Orleans, Louisiana.

Trudeau, Charles F., State High School Supervisor, Baton Rouge, Louisiana.

III. REGISTERED VISITORS

(a) State Departments of Education

Bass, William A., State Supervisor of High Schools, Nashville, Tennessee.
Burnett, Claude, State Supervisor of Agricultural High Schools, Jackson, Mississippi.

Daniel, J. McTyeire, State High School Supervisor, Columbia, South Carolina.

Hall, Sidney B., State Supervisor of Secondary Education, Richmond, Virginia.

Hilbun, Bura, State Agent Rural Schools, Jackson, Mississippi.

Holloway, James B., State High School Supervisor, Frankfort, Kentucky.

Jenkins, Frank C., State Supervisor of Secondary Schools, Jackson, Mississippi.

Moffitt, Mumford Ellis, State Director of Information and Statistics, Jackson, Mississippi.

Popplewell, Mary Jo., State Supervisor of High Schools, Austin, Texas.

Sealey, R. M., State Supervisor of High Schools, Tallahassee, Florida.

Sisemore, W. A., State Supervisor of High Schools, Baton Rouge, Louisiana.

Strahan, W. C., State Supervisor of Rural Schools, Jackson, Mississippi.

(b) Other Visitors

Agnew, Walter D., President, Woman's College of Alabama, Montgomery, Alabama.

Akers, Lewis R., President, Asbury College, Wilmore, Kentucky.

Ashby, W. S., Business Manager, Bowling Green College of Commerce, Bowling Green, Kentucky.

Atwood, Edward L., President, Tennessee College for Women, Murfreesboro, Tennessee.

Berry, M. P. L., President, Hillman College, Clinton, Mississippi.

Birdwell, W. A., President, Stephen F. Austin State Teachers College, Nacogdoches, Texas.

Branch, Frank G., President, Andrew College, Cuthbert, Georgia.

Brister, John W., President, West Tennessee State Teachers College, Memphis, Tennessee.

Cammack, John W., Executive Secretary, Education Board, Southern Baptist Convention, Birmingham, Alabama.

Carr, John Wesley, Dean, Murray State Normal School and Teachers College, Murray, Kentucky.

Carrothers, George E., Dean, Rollins College, Winter Park, Florida.

Clyce, Thomas S., President, Austin College, Sherman, Texas.

Coates, Thomas J., President, Eastern State Teachers College, Richmond, Kentucky.

Conniff, John R., President, Louisiana Polytechnic Institute, Ruston, Louisiana.

Cooper, Robert F., President, Mississippi Synodical College, Holly Springs, Mississippi.

Crawford, Stanton C., Dean, Lynchburg College, Lynchburg, Virginia.

Curtis, Claude Davis, President, Martha Washington College, Abingdon, Virginia.

Derthick, Henry J., President, Milligan College, Milligan College, Tennessee.

Frazer, William H., President, Queens College, Charlotte, North Carolina.

Granberry, Robert C., President, Limestone College, Gaffney, South Carolina.

Hamilton, Sister Margaret, Principal, Saint Agnes Academy, Memphis, Tennessee.

Harman, T. L., President, Bowling Green Business University, Bowling Green, Kentucky.

Hawkins, H. G., President, Whitworth College, Brookhaven, Mississippi.

Hoke, Elmer R., President, Catawba College, Salisbury, North Carolina.

Holtwick, Adele, Dean, Whitworth College, Brookhaven, Mississippi.

- Hundley, J. T., President, Lynchburg College, Lynchburg, Virginia.
- Jarman, L. W., Professor, Chicora College for Women, Columbia, South Carolina.
- Jones, Thomas D., Representative, Scott Foresman and Company, Jackson, Mississippi.
- Kearns, J. C., Dean, Loyola University, New Orleans, Louisiana.
- Kinard, James C., Dean, Newberry College, Newberry, South Carolina.
- Lewis, Charles D., Dean, Lincoln Memorial University, Harrogate, Tennessee.
- Lowe, Samuel F., Trustee, Newton Junior College, Newton, Alabama.
- Lowrey, Lawrence T., President, Blue Mountain College, Blue Mountain, Mississippi.
- Lyon, Prichett A., President, Middle Tennessee State Teachers College, Murfreesboro, Tennessee.
- McAuliffe, Sister Agnes Teresa, Principal, Presentation Academy, Louisville, Kentucky.
- Mayl, Robert W., President, St. Mary's College, San Antonio, Texas.
- Menges, Aloysius, Dean, St. Bernard College, St. Bernard, Alabama.
- Miller, Norman C., Representative, Ginn and Company, Atlanta, Georgia.
- Moore, Wesley P., Representative, Allyn & Bacon, Jackson, Mississippi.
- Murphy, Sister Margaret Gertrude, Nazareth Junior College, Nazareth, Kentucky.
- Newell, Sam, Field Representative, Ginn & Company, Jackson, Mississippi.
- Paschal, Rosa Catherine, Dean, Greenville Womans College, Greenville, South Carolina.
- Paulin, Eugene A., Dean, St. Mary's College, San Antonio, Texas.
- Pound, Jere M., President, State Normal School, Athens, Georgia.
- Pressly, William C., President, Peace Institute, Raleigh, North Carolina.
- Reedy, J. M., President, Hiawassee College, Madisonville, Tennessee.
- Reynolds, R. C., Representative, Southern Teachers' Agency, Chattanooga, Tennessee.
- Robinson, Richard Lee, President, Woman's College, Due West, South Carolina.
- Sams, Oscar E., President, Carson and Newman College, Jefferson City, Tennessee.
- Sansing, Grover W., Superintendent, Lyman High School, Lyman, Mississippi.
- Schaeffer, Harry Brent, President, Lenoir Rhyne College, Hickory, North Carolina.
- Sherrod, Charles C., President, East State Teachers College, Johnson City, Tennessee.
- Sims, L. A., President, Hammond Junior College, Hammond, Louisiana.
- Spivey, Ludd Myrl, President, Southern College, Lakeland, Florida.
- Strang, Carl James, Representative, Macmillan Company, Atlanta, Georgia.
- Templin, Lucinda deLeftwich, Research Scholar in Education of Women, Columbia, Missouri.
- Thompson, W. E., President, LaGrange College, LaGrange, Georgia.
- Tucker, G. L., Secretary, Southern Federation of Episcopal Educational Institutions, Houma, Louisiana.
- Upshaw, H. L., Representative, Macmillan Company, Atlanta, Georgia.

Vardell, Charles Graves, President, Flora MacDonald College, Red Springs, North Carolina.

Walker, Kirby P., Superintendent, Forrest County Agricultural High School, Brooklyn, Mississippi.

Waldron, J. A., Professor, St. Mary's College, San Antonio, Texas.

Weber, William Wilson, Dean, Lander College, Greenwood, South Carolina.

Welsh, Dennis B., Secretary, Roanoke College, Salem, Virginia.

Wesley, Emma, Principal, Atlanta Normal Training School, Atlanta, Georgia.

Whitt, Jeremy P., Registrar and Director of Training, State Teachers College, East Radford, Virginia.

Wright, Robert Herring, President, East Carolina Teachers College, Greenville, North Carolina.

Young, Bert E., Professor, Indiana University, Bloomington, Indiana.

PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1923.

Proceedings of the Twenty-seventh Annual Meeting, New Orleans, Louisiana, December 7-8, 1922. Minutes of the Meeting. Report of the Secretary-Treasurer. Reports of the Executive Committee. Report of the Commission on Institutions of Higher Education. Report of the Commission on Accredited Schools. Report of the Committee on Deans' Reports. Papers and Addresses: Presidential Address, "The Southern Association and Its Problems," President A. B. Dinwiddie, Tulane University; "The Work of the Commission on Institutions of Higher Education," Dean H. D. Campbell, Washington and Lee University; "How Mississippi College Met the Standards of the Southern Association of Colleges and Secondary Schools with respect to Endowment," Dr. D. M. Nelson, Mississippi Baptist Education Commission; "Women's Colleges and the Southern Association," President Emilie M. McVea, Sweet Briar College; "Standards of the Denominational Colleges," Dr. Henry H. Sweets, Secretary, Committee on Christian Education of the Presbyterian Church. Report of the Committee on Athletics, Dean Douglas Anderson, Chairman. Constitution and By-Laws. Report of Special Committee on Specified Entrance Units, Professor W. D. Hooper, University of Georgia, Chairman.

Proceedings of the Twenty-Eighth Annual Meeting, Richmond, Va., December 4-7, 1923. Membership Roll, officers for 1923-24, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the Committee on Deans' Reports. Papers and Addresses: "The Delaware Plan for Undergraduate Foreign Study," President Walter Hullihen, University of Delaware; "Recent Enterprises of the United States Bureau of Education," John J. Tigert, U. S. Commissioner of Education; "The Mental Test—a Critical Discussion," Dr. Lucy Shepard Crawford, Sweet Briar College; "The Use of Intelligence Tests for the Selection of College Students," Dr. Agnes L. Rogers, Smith College. Reports of the Committee on Athletics, the Committee on Teacher Training Institutions, and the fraternal delegate to the North Central Association, Dean C. A. Ives, Louisiana State University.

Proceedings of the Twenty-Ninth Annual Meeting, Memphis, Tennessee, December 2-5, 1924. Membership rolls, officers for 1924-25, delegates and visitors present. Minutes of the general sessions; reports of the secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and of the Committee on Athletics. Papers and Addresses: Presidential Address, "An Ancient Educational Ideal," Dean L. T. Baker, University of South Carolina; "Extension Service of Southern Colleges," Professor B. L. Parkinson, University of South Carolina; "Ancient Athletics—Their Use and Abuse," Professor A. L. Bondurant, University of Mississippi.

Proceedings of the Thirtieth Annual Meeting, Charleston, South Carolina, December 1-4, 1925. Membership rolls, officers for 1925-26, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and the Committee on College Entrance Requirements. Papers and Addresses: Presidential Address, "Southern Association Problems," Professor W. D. Hooper, University of Georgia; "Intercollegiate Athletics," Professor S. V. Sanford, University of Georgia; "Some Conceptions of the College Curriculum," Dr. Walton C. John, U. S. Bureau of Education, Washington; "The Establishment of a Classification for Normal Schools and Teachers Colleges," Professor V. L. Roy, Louisiana State Normal College; "Professional Training for Teachers in Secondary Schools," Superintendent H. M. Ivy, Meridian, Mississippi; "Standards of the Association of American Junior Colleges," President James P. Craft, Averett College.

The Association does not have on file a complete set of its Proceedings. The Secretary will be glad to receive any copies of the Proceedings issued prior to 1909, and for the years 1912, 1914, 1917, 1920, 1921, and to pay for these at a fair price.

AFFILIATIONS OF THE ASSOCIATION

The Association of Colleges and Secondary Schools of the Southern States has been a member of the National Conference Committee on Standards of Colleges and Secondary Schools from the inception of the latter. The Association is also a member of the National Conference of Uniform Entrance Requirements in English and of the American Council on Education.

OFFICERS AND PLACES OF MEETING OF THE ASSOCIATION FROM ITS ORGANIZATION

1895-96, Nashville, Tennessee

President—George T. Winston, University of North Carolina.

Vice Presidents—S. T. Moreland, Washington and Lee University; T. W. Palmer, University of Alabama.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—J. H. Dillard, Tulane University; W. P. Trent, University of the South; R. B. Fulton, University of Mississippi.

1896-97, Knoxville, Tennessee

President—R. B. Fulton, University of Mississippi.

Vice Presidents—Addison Hogue, Washington and Lee University; E. A. Alderman, University of North Carolina.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary, *ex officio*).—B. L. Wiggins, University of the South; John M. Webb, Webb School; B. W. Bond, Randolph-Macon Academy.

1897-98, Athens, Georgia

President—B. L. Wiggins, University of the South.

Vice Presidents—John M. Webb, Webb School; James K. Powers, University of Alabama.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—R. B. Fulton, University of Mississippi; Addison Hogue, Washington and Lee University; H. C. Weber, Nashville, Tenn.

1898-99, Columbia, South Carolina

President—Charles W. Dabney, University of Tennessee.

Vice Presidents—I. H. Saunders, Danville Military Institute; W. W. Smith, Randolph-Macon College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—R. B. Fulton, University of Mississippi; John M. Webb, Webb School; James K. Powers, University of Alabama.

1899-1900, Charlottesville, Virginia

President—John M. Webb, Webb School.

Vice-President—Edwin Mims, Trinity College; I. H. Sounders, Danville Military Institute.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—R. B. Fulton, University of Mississippi; C. B. Wallace, University School, Nashville; James K. Powers, University of Alabama.

1900-01, Sewanee, Tennessee

President—James K. Powers, University of Alabama.

Vice-President—Harrison Randolph, Charleston College.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—R. B. Fulton, University of Mississippi; F. P. Venable, University of North Carolina; W. D. Mooney, The Mooney School.

1901-02, Oxford, Mississippi

President—Edwin Mims, Trinity College.

Vice Presidents—Cooper D. Schmitt, University of Tennessee; H. D. Campbell, Washington and Lee University.

Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—F. P. Venable, University of North Carolina; J. B. Henneman, University of the South; J. M. Webb, Webb School.

1902-03, Durham, North Carolina

President—R. H. Jesse, University of Missouri.
Vice Presidents—P. H. Saunders, University of Mississippi; C. B. Wallace, University School, Nashville.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*).—F. P. Venable, University of North Carolina; B. L. Wiggins, University of the South; J. M. Webb, Webb School.

1903-04, New Orleans, Louisiana

President—George H. Denny, Washington and Lee University.
Vice Presidents—William R. Prather, University of Texas; J. H. Dillard, Tulane University.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*).—John M. Webb, Webb School; H. B. Arbuckle, Agnes Scott Institute; Harrison Randolph, Charleston College.

1904-05, Nashville, Tennessee

President—Brown Ayres, University of Tennessee.
Vice-Presidents—E. A. Alderman, University of Virginia; Julius T. Wright, University School, Mobile.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*).—John M. Webb, Webb School; Edwin Mims, Trinity College; John F. Goucher, Baltimore Woman's College.

1905-06, Knoxville, Tennessee

President—D. F. Houston, University of Texas.
Vice Presidents—Julius T. Wright, University School, Mobile; D. B. Purinton, University of West Virginia.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*).—John F. Goucher, Baltimore Woman's College; Edwin Mims, Trinity College; J. A. Robbins, McTyeire School, McKenzie, Tenn.

1906-07, Birmingham, Alabama

President—C. B. Wallace, University School, Nashville, Tenn.
Vice Presidents—W. M. Thornton, University of Virginia; F. H. Gaines, Agnes Scott College.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.
Executive Committee (in addition to President and Secretary *ex officio*).—J. A. Robins, McTyeire Institute, McKenzie, Tenn.; Edwin Mims, Trinity College; A. Ross Hill, University of Missouri; John B. Henneman, University of the South; Alfred Hume, University of Mississippi.

1907-08, Chattanooga, Tennessee

President—J. H. Dillard, Tulane University.
Vice Presidents—J. M. Starke, University School, Montgomery; Harrison Randolph, College of Charleston.
Secretary and Treasurer—J. H. Kirkland, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—B. R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; Edwin Mims, Trinity College; John Bell Henneman, University of the South; Alfred Hume, University of Mississippi.

1908-09, Charlottesville, Virginia

President—F. P. Venable, University of North Carolina.

Vice Presidents—G. Holman Gardner, Donald Frazier High School, Decatur, Ga.; Leonard A. Blue, Girls' Latin School, Baltimore.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1909-10, Athens, Georgia

President—R. E. Blackwell, Randolph-Macon College.

Vice Presidents—J. D. M. Armistead, Agnes Scott College; Julius T. Wright, University School, Mobile.

Secretary and Treasurer—Frederick W. Moore, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1910-11, Tuscaloosa, Alabama

President—C. H. Barnwell, University of Alabama.

Vice Presidents—John Morris, University of Georgia; J. D. Blanton, Ward Seminary, Nashville.

Secretary—Frederick W. Moore, Vanderbilt University.

Acting Secretary—B. E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—Bruce R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; Walter Miller, Tulane University.

1911-12, Spartanburg, South Carolina

President—J. H. Kirkland, Vanderbilt University.

Vice Presidents—John B. Van Meter, Goucher College; Julius Tutwiler Wright, University School, Mobile.

Secretary—B. E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—E. C. Brooks, Trinity College; Walter Miller, University of Missouri; C. H. Barnwell, University of Alabama; John I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest School, Orange, Va.

1912-13, Knoxville, Tennessee

President—J. L. Henderson, University of Texas.

Vice Presidents—T. S. Baker, Jacob Tome Institute; W. D. Hooper, University of Georgia.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; C. H. Barnwell, University of Alabama; J. I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest School, Woodberry Forest, Va.

1913-14, Charlottesville, Virginia

President—J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia.

Vice Presidents—Thomas E. Hodges, University of West Virginia; Col. J. C. Woodward, Georgia Military Academy, College Park, Ga.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—J. H. Kirkland, Vanderbilt University; C. H. Barnwell, University of Alabama; J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia.

1914-15, Nashville, Tennessee

President—D. C. Barrow, University of Georgia.

Vice Presidents—W. H. Davis, Danville School, Danville, Virginia; A. A. Murphree, University of Florida.

Secretary-Treasurer—Bert E. Young, Vanderbilt University.

Executive Committee (in addition to President and Secretary *ex officio*).—J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. C. Walker, Woodberry Forest School.

1915-16, Durham, North Carolina

President—Bert E. Young, Vanderbilt University.

Vice Presidents—Julius T. Wright, University School, Mobile; A. L. Bonduant, University of Mississippi.

Secretary-Treasurer—Walker Hulihan, University of the South.

Executive Committee (in addition to President and Secretary *ex officio*).—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Betchel, Tulane University; J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia; Miss Elizabeth A. Colton, Raleigh, North Carolina.

1916-17, Atlanta, Georgia

President—William A. Webb, Randolph-Macon Woman's College.

Vice Presidents—Miss Elizabeth A. Colton, Raleigh, North Carolina; M. E. Melvin, Jackson, Miss.

Secretary-Treasurer—Walker Hulihan, University of the South.

Executive Committee (in addition to President and Secretary *ex officio*).—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; Bert E. Young, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1917-1918

On account of the peculiar difficulties of our colleges in the fall of 1918, as a result of the Student's Army Training Corps and the epidemic of influenza, it seemed best to the Executive Committee to postpone the regular meeting of our

Association until the fall of 1919. A meeting of the Executive Committee, however, was held at Nashville, Tennessee, on January 9-10, 1919.

1918-19, Louisville, Kentucky

President—C. G. Maphis, University of Virginia.

Vice Presidents—E. D. Pusey, Durham, North Carolina; L. L. Friend, West Virginia University.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*).—W. A. Webb, Randolph-Macon Woman's College; S. M. Barton, University of the South; T. S. Baker, Tome School; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1919-20, Chattanooga, Tennessee

President—Julius T. Wright, University School, Mobile, Alabama.

Vice Presidents—J. L. Patterson, University of Louisville; F. B. Trotter, University of West Virginia.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*).—S. M. Barton, University of the South; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina; W. D. Hooper, University of Georgia.

1920-21, Birmingham, Alabama

President—J. H. Kirkland, Vanderbilt University.

Vice Presidents—J. S. Stewart, University of Georgia; F. F. Hooper, University of Chattanooga.

Secretary-Treasurer—E. A. Bechtel, Tulane University.

Executive Committee (in addition to President and Secretary *ex officio*).—F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina. W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, Mobile, Alabama.

1921-22, New Orleans, Louisiana

President—A. B. Dinwiddie, Tulane University.

Vice Presidents—A. L. Bondurant, University of Mississippi; C. B. Glenn, Birmingham, Ala.

Secretary-Treasurer—E. D. Pusey, Durham, North Carolina.

Executive Committee (in addition to President and Secretary *ex officio*).—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, University Military School, Mobile; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina.

1922-23, Richmond, Virginia

President—S. J. McCallie, McCallie School, Chattanooga, Tenn.

Vice Presidents—Miss Emilie W. McVea, Sweet Briar College; C. C. Hen-son, Isidore Newman Manual Training School.

Secretary-Treasurer—E. D. Pusey, Durham, North Carolina.

Executive Committee (in addition to President and Secretary *ex officio*).—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina; A. B. Dinwiddie, Tulane University.

1923-24, Memphis, Tennessee

President—L. T. Baker, University of South Carolina.

Vice-Presidents—W. L. Prince, University of Richmond; Miss Jessie Muse, Girls' High School, Atlanta.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*).—W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School, H. W. Chase, University of North Carolina.

1924-25, Charleston, South Carolina

President—W. D. Hooper, University of Georgia.

Vice Presidents—R. L. Jones, Memphis, Tennessee; C. A. Ives, Louisiana State University.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*).—J. H. Kirkland, Vanderbilt University; W. W. Guth, Goucher College; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; H. W. Chase, Baker, University of South Carolina.

1925-26, Jackson, Mississippi

President—N. W. Walker, University of North Carolina.

Vice Presidents—E. J. Mathews, University of Texas; M. L. Brittain, Georgia School of Technology.

Secretary-Treasurer—Theodore H. Jack, Emory University.

Executive Committee (in addition to President and Secretary *ex officio*).—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina; A. A. Murphree, University of Florida.

THIRTY-SECOND ANNUAL MEETING

The Thirty-second Annual Meeting of the Association will be held in Jacksonville, Florida, December 1-2, 1927. The Commission on Institutions of Higher Education and the Commission on Secondary Schools will meet at the same place, November 29-30, 1927.

PART II

Minutes of the Thirty-first Annual Meeting

Jackson, Mississippi,

December 2-3, 1926

The Commission on Institutions of Higher Education and the Commission on Secondary Schools held meetings, preliminary to the regular sessions of the Association, on Tuesday and Wednesday, November 30 and December 1, in the Edwards Hotel, Jackson, Mississippi. The reports of these two Commissions to the Association will be found in Parts III and IV of these Proceedings.

THURSDAY, DECEMBER 2, 1926

MORNING SESSION

The thirty-first annual session of the Association of Colleges and Secondary Schools of the Southern States was called to order by the President of the Association, Dean N. W. Walker, University of North Carolina, at 9 o'clock, Thursday morning, December 2, 1926, in the auditorium of the Edwards Hotel, Jackson, Mississippi. Dr. S. B. Turrentine, President of Greensboro College for Women at Greensboro, North Carolina, offered the invocation. In the absence of Governor Henry L. Whitfield, Dr. W. F. Bond, State Superintendent of Education of Mississippi, gave the delegates and visitors a most cordial and felicitous welcome. Eloquent response was made by President A. A. Murphree of the University of Florida.

On motion of Dean T. J. Woofter of the University of Georgia, the President was instructed by unanimous rising vote to send a message of greetings and sympathy to Governor Whitfield, of Mississippi, formerly active in educational work, who had just submitted to a serious operation in a hospital in Memphis, Tennessee.

Professor J. Reese Lin of Millsaps College, chairman of the local Committee on Arrangements, was introduced by the President and requested to give a brief statement of the entertainment features of the annual meeting.

On motion, the calling of the roll was dispensed with when the Secretary announced that more than enough delegates had already

registered to complete a quorum. On motion, the reading of the minutes of the last annual meeting was dispensed with, because they were included in the printed Proceedings. The report of the Secretary-Treasurer for the year 1925-1926 was then offered.

REPORT OF THE SECRETARY-TREASURER FOR THE YEAR 1925-1926

The minutes of the thirtieth annual meeting of the Association, held in Charleston, South Carolina, December 1-4, 1925, have been printed in the Proceedings of the Association for 1925, copies of which have been furnished to all members of the Association.

RECEIPTS

Balance on hand, November 30, 1925.....	\$1,840.28	
Dues, Institutions of Higher Education.....	2,200.00	
Dues, and fees, Secondary Schools.....	3,249.00	
Dues, Individual Members	39.00	
Sale of Proceedings.....	115.25	
Inspection Fees, Comm. on Inst. Higher Educ.....	750.00	
Interest on Savings Account.....	58.16	
Total Receipts	\$8,251.69	\$8,251.69

EXPENDITURES

Expenses, Charleston Meeting, 1925.....	\$ 49.25	
Expenses, Jackson Meeting, 1926.....	45.55	
Expenses, Comm. on Inst. of Higher Education.....	35.00	
Expenses, Inspection of Higher Institutions.....	273.74	
Expenses, Commission on Secondary Schools.....	1,987.66	
(a) General Commission Expenses.....	\$393.33	
(b) Expenses, Deans' Reports.....	811.33	
(c) Subscriptions, H. S. Quarterly.....	603.00	
(d) Athletic Investigation, 1924-25.....	30.00	
(e) Appropriation, National Committee on Research in Secondary Education.....	150.00	
Expenses, Executive Committee, Atlanta Meeting.....	\$ 239.00	
Expenses, President's Office	21.76	
Expenses, Secretary's Office	782.76	
Publication of Proceedings and Part IV.....	3,479.91	
Expenses, Fraternal Delegate to No. Cent. Asso.....	93.66	
Refunds	30.00	
Expenses, Committee on College Grading Systems.....	18.50	
Total Expenditures	\$7,056.79	\$7,056.79
Balance on hand, November 26, 1926.....		\$1,194.90

The cash book, showing in detail all items of receipts and expenditures, the bank book and bank statements, showing deposits and balance on hand, the vouchers for all expenditures and the cancelled checks, and the check book are herewith presented; and the Treasurer asks that a Committee be appointed to audit the accounts for the year 1925-1926.

Respectfully submitted,
THEODORE H. JACK, *Secretary-Treasurer.*

APPOINTMENT OF COMMITTEES

The chair appointed the following committees:

Auditing Committee

Dean F. F. Hooper, University of Chattanooga.
Father T. E. Stritch, New Orleans.
Registrar E. L. Gillis, University of Kentucky.

Committee on Resolutions

Headmaster Julius T. Wright, University Schools, Mobile, Alabama.
President Carlyle Campbell, Coker College.
Father Joseph Jerome, St. Leo Academy.
President H. E. Rondthaler, Salem College
Dean W. K. Green, Wesleyan College.

Committee on Nominations

Dr. J. A. Lyon, Sophie Newcomb College.
President R. P. Pell, Converse College.
Professor J. Reese Lin, Millsaps College.
Principal W. A. James, Galveston, Texas.
Principal J. C. Harwood, Richmond, Virginia.

Dean C. A. Ives, Louisiana State University, asked the privilege of bringing up at once the report of the joint committee on College Entrance Requirements, action on which had been postponed at the Charleston meeting, 1925. He moved that a reviewing committee of ten be appointed by the chairman to take the findings and studies that had been previously made, and report back to the Association at its next session. He requested also that the present committee be discharged.

Chancellor J. H. Kirkland, Vanderbilt University, offered a substitute motion that the original committee of ten be retained, and that they be instructed to present their findings to their respective Commissions, leaving to these Commissions the future task of bringing in conclusions to this body. After further discussion by Dean Ives and President R. E. Blackwell, Randolph-Macon College, the substitute motion was lost.

Upon further discussion of the original motion by Dean Ives, President W. J. Martin, Davidson College, President A. D. Harmon, Transylvania University, and President H. W. Chase, University of North Carolina, a rising vote was taken which resulted in the tabling of Mr. Ives' motion.

REPORT OF EXECUTIVE COMMITTEE

Secretary-Treasurer Jack for the Executive Committee reported as follows:

1. The Executive Committee recommends that the invitation to become a member of the American Council of Education be accepted.
2. The Executive Committee recommends to the Association that the membership fee of all institutions of higher education, including junior colleges and teacher training colleges, shall be \$25.00.
3. The Executive Committee of the Association, at a called session in Atlanta, January 9, 1926, had before it certain action touching athletics taken by the Association at its last meeting, and also many inquiries concerning the purpose and meaning of such action from member institutions. The Committee is of the opinion that the action taken needs explanation and clarification. To this end, the Executive Committee met on the call of the President and Secretary and prepared the following report, which it submits to this meeting of the Association for adoption, in lieu of the action taken on athletic regulation at the last meeting of the Association.

ATHLETIC REPORT

Report of the Executive Committee of the Association of Colleges and Secondary Schools of the Southern States, adopted at a meeting held January 9, 1926, at the call of the President and Secretary.

Preamble

The Executive Committee of the Association of Colleges and Secondary Schools of the Southern States has had before it certain action bearing on athletic matters taken by the Association at its last meeting, and also many inquiries concerning the purpose and meaning of such action from member institutions. The Committee is of the opinion that the action taken needs explanation and clarification. To this end the Executive Committee has come together at the call of the President and Secretary, and has prepared the following statement or report which will be submitted to the next meeting of the Association for adoption in lieu of the action taken at the last meeting.

Report

The Association of Colleges and Secondary Schools of the Southern States has given much attention for several years past to the conduct of athletics in schools and colleges. This matter has been studied through a Standing Committee of which Dean Anderson was Chairman, and the reports of this Committee have received widespread attention. Following these studies careful examination has been made into the athletic record of all schools and colleges belonging to the Association, and in the case of colleges and universities maintain-

ing a system of intercollegiate athletics a regular supervision has been exercised to the end that athletics shall not occupy an undue place in the life of the institution, and that strict scholarship requirements shall be enforced.

The main purpose of the Association has been to place responsibility on the faculty of each institution, and look to the faculty for maintenance of satisfactory standards of control. It has not been and will not be the policy of the Association to lose itself in minute rules and regulations, but it is the policy of the Association to enunciate principles and to insist that these principles be recognized and made active through each faculty. In this particular, the Association differs essentially from various athletic associations which properly regulate sport through many specific enactments.

At the present time the Association views with concern the encroachment of athletics on scholarship, and believes that certain evils are manifesting themselves which must be taken in hand by all institutions holding membership in the Association or desiring such membership. These evils have been clearly pointed out to the Association in the address of Professor Sanford, President of the Southern Conference, who has asked our co-operation in combatting them. He has specifically referred to excessive hours of practice and athletic drill, excessive absence from school or college, which is particularly objectionable in the case of freshmen teams. He has also referred to excessive participation in different kinds of sports, whereby a student passes immediately from one sport into another, so that a large part of his college year is taken up with active athletic duties.

The Executive Committee of the Association believes that these evils are in conflict with our present standard No. 16, which though originally enacted for colleges must properly be regarded as applying to all institutions holding membership in the Association. We believe that where evils exist in marked degree it must certainly be true that athletics occupy undue prominence in the life of the college. We believe, therefore, that the Commission regulating the standing of schools and colleges ought with increasing care to ascertain the practice of all our institutions, and to make lax regulation of these matters the basis of rejection or ejection as is provided in our constitution and by-laws. We do not wish to lose ourselves in a mass of minute legislation, but we do insist on the acceptance of the principles involved by all member institutions of this Association who are affected thereby.

We, therefore, recommend that the faculties of these institutions be notified that said principles must be by them incorporated into the athletic life of each and every institution desiring to maintain satisfactory relations with the Association. For the establishment of minute rules and regulations, this Association will continue to look as heretofore to the various athletic conferences and associations that exist throughout our territory. We do not wish to enter their field or conflict with their requirements. We wish to support and not to hinder their services. We recommend to all our member institutions, participating in intercollegiate athletics, membership in an athletic association approximately equal in standards to the Southern Conference, the Southern Intercollegiate Athletic Association, or the Southwestern Conference, believing that athletics can best be regulated in such organizations.

Recommendations

This report is presented to the Association of Colleges and Secondary Schools of the Southern States with the suggestion that it be adopted in lieu of action

previously taken on these matters. We further recommend that the Commission on Schools and the Commission on Colleges embody questions on these particular points in the reports on athletics which are filled out at stated intervals by all institutions holding membership in the Association. We recommend further that said Commission interpret the attitude of institutions toward athletics in the light of the report thus secured.

Upon motion of Chancellor Kirkland, the action on intercollegiate athletics taken by the Association at the Charleston meeting, was reconsidered. After further discussion by Chancellor Kirkland and Professor W. D. Hooper, University of Georgia, the three recommendations of the Executive Committee were adopted upon motion of Secretary-Treasurer Jack.

ADDRESSES

The rest of the morning session was devoted to very helpful and stimulating addresses: the first was given by President L. W. Smith, Joliet (Illinois) Junior College, President of the American Association of Junior Colleges. His topic was "The Curriculum Trend in Junior College Education." President Edward C. Elliott, Purdue University, brought greetings as a fraternal delegate from the North Central Association. The latter address is presented in Part V of these Proceedings.

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Dean H. D. Campbell, Washington and Lee University, chairman of the Higher Commission, reported that a Standing Committee of nine on Junior Colleges had been appointed from the Commission. Certain modifications of standards for Junior Colleges, given in full in the report of the Commission which appears in Part III, were recommended for adoption by the Association. After discussion by Registrar E. J. Matthews, University of Texas, who, as Vice-President of the Association, had assumed the chair during the absence of President Walker, these recommendations were adopted upon motion of Superintendent R. H. Watkins, Laurel, Mississippi.

REPORT OF EXECUTIVE COMMITTEE

1. The Secretary read the following nominations for membership on the Commission on Institutions of Higher Education, to take the place of committee members whose terms of office had expired:

COLLEGE MEMBERS

Class of 1929

President D. R. Anderson, Randolph-Macon Woman's College
 Dean L. T. Baker, University of South Carolina
 Professor W. J. Battle, University of Texas
 President A. B. Dinwiddie, Tulane University
 President W. P. Few, Duke University
 Professor W. D. Hooper, University of Georgia
 Dean Walter Miller, University of Missouri
 President A. A. Murphree, University of Florida

SCHOOL MEMBERS

Class of 1929

Principal C. C. Henson, New Orleans, Louisiana
 Principal J. T. Wright, Mobile, Alabama
 Principal John H. Workman, Pensacola, Florida
 Principal George P. Butler, Augusta, Georgia
 President C. R. Wilcox, Rome, Georgia

Class of 1928

Principal C. R. Endsley, Tennessee Military Institute, Sweetwater, Tennessee,
 (Vice-Principal James C. Harwood, Richmond, Virginia, resigned.)

2. On recommendation of the Commission on Secondary Schools, the Executive Committee nominated the following for membership on that Commission:

Class of 1929

Leo H. King, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama.

J. S. Stewart, Professor of Secondary Education, University of Georgia, Athens, Georgia.

M. E. Ligon, Professor of Secondary Education, University of Kentucky, Lexington, Kentucky.

H. L. Garrett, Professor, Louisiana State University, Baton Rouge, Louisiana.

J. C. Dawson, President, Howard College, Birmingham, Alabama.

C. G. Crooks, Dean, Centre College, Danville, Kentucky.

S. M. Brame, Principal, Alexandria, Louisiana.

H. B. Heidelberg, Superintendent, Clarksdale, Mississippi.

W. E. Black, Superintendent, Greenwood, South Carolina.

Frank F. Hooper, Dean, University of Chattanooga, Chattanooga, Tennessee.

S. P. Brooks, President, Baylor University, Waco, Texas.

F. C. Jenkins, Supervisor of High Schools, Jackson, Mississippi.

N. W. Walker, Dean, University of North Carolina, Chapel Hill, North Carolina.

B. F. Pickett, Superintendent of Schools, Newnan, Georgia.

J. C. Harwood, Principal, John Marshall High School, Richmond, Virginia.

Class of 1928

D. L. Hovater, Principal, Marshall County High School, Guntersville, Alabama.

Class of 1927

J. M. Daniel, State Supervisor of Secondary Education, Columbia, South Carolina.

By vote of the Association, the above nominees were elected. The Convention then recessed until 2:30 p. m.

THURSDAY, DECEMBER 2, 1926

AFTERNOON SESSION

After calling the meeting to order and announcing that the election of officers would be the first matter of business on Friday morning, President Walker requested First Vice-President E. J. Matthews to take the chair.

REPORTS OF THE COMMISSION ON SECONDARY SCHOOLS

Chairman W. L. Spencer, State Supervisor of Secondary Education, Montgomery, Alabama, gave a general report on the work of the Commission. The outstanding problems of the Commission, in addition to the accrediting of schools were: securing and administering adequate libraries for high schools; adjustments in the coordination of junior and senior high schools; the Ligon study of professional training of teachers; quinquennial report.

Dr. Joseph Roemer, Secretary of the Commission, moved that the fee for membership for accrediting of secondary schools be placed at \$5. This was passed by the Association. By further motion of Dr. Roemer, the budget for the Commission was adopted.

Secretary Roemer's report, embodied in Part Four of the Proceedings, was adopted.

Dr. Roemer moved further that Article One of the Standards shall be amended to read as follows:

"There shall be a Commission which shall consist of the High School Inspector in such states as provide one, and four other members, all of whom shall reside within the territory of the Association. One of these members shall be elected from the state university, the Professor of Secondary Education, wherever practicable; another member shall be a representative of some other college belonging to the Association; the third member shall be connected with some secondary school accredited by the Association; and the fourth member shall be connected with some private secondary school accredited by the Association. These four members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for four years, or until their successors are appointed. The elections shall be so ordered that one-fourth of the membership shall be appointed each year."

By constitutional regulation this amendment is to lie over for one year before final vote can be taken.

Owing to the fact that some confusion has arisen over certain changes appearing in the "Standards" of the Commission on Secondary Schools, because of inability to find proper authorization for these changes, in the minutes of the Association, Dr. J. A. Lyon, Tulane University, asked confirmatory action of the Association covering the following items.

1. The dropping of the words "or the equivalent" from Article 4, standard b, as it appears on page 66, Proceedings 1924, to make this article read as shown on page 370 of the Proceedings of the 1925 meeting.

2. The substitution of the sentence "Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than twelve (12) semester hours work in Education" (See page 80, Proceedings of the 1925 meeting) for the last sentence in Article 4, Standard b, page 370 of the same volume.

3. The change of the word "five" as shown in the "Standards" printed in the Proceedings of the 1924 meeting (Art. 4-c-page 66) to "six" as printed in the Proceedings of the 1925 meeting, page 370, Article 4, Standard C.

On motion, the corrections reported by Dr. Lyon were adopted.

Secretary Roemer gave a digest, illustrated with slides, of the Deans' Report, which is given in full in Part Four of the Proceedings.

REPORT OF EXECUTIVE COMMITTEE

1. Secretary-Treasurer Jack reported for the Executive Committee that, on recommendation of the Commission on Institutions of Higher Education, the following colleges were nominated for membership in the Association:

a. Four Year Colleges

Virginia Military Institute, Lexington, Virginia
 Elon College, Elon College, North Carolina
 Guilford College, Guilford College, North Carolina
 Marshall College, Huntington, West Virginia
 Tusculum College, Greeneville, Tennessee
 Mississippi A. & M. College, Agricultural College, Mississippi
 Berea College, Berea, Kentucky
 Greensboro College, Greensboro, North Carolina
 Baylor College for Women, Belton, Texas
 Mississippi Woman's College, Hattiesburg, Mississippi

b. Junior Colleges

Gulf Park College, Gulfport, Mississippi
 John Tarleton Agricultural College, Stephenville, Texas
 Marion Institute, Marion, Alabama
 Mars Hill College, Mars Hill, North Carolina
 Sullins College, Bristol, Virginia
 Tennessee Wesleyan College, Athens, Tennessee
 Junior College of Augusta, Augusta, Georgia

c. Teacher Training Colleges

Western Kentucky Teachers College, Bowling Green, Kentucky
 Louisiana State Normal College, Natchitoches, Louisiana

By vote of the Association these institutions were admitted to membership.

2. On recommendation of the Commission on Secondary Schools,

the Executive Committee presented the following secondary schools for membership in the Association:

(The list of schools will be found on page 24 and following, in the Report of the Commission on Secondary Schools, in Part Four.)

By vote of the Association, these secondary schools were admitted to membership.

3. The recommendation that twenty-seven secondary schools, which had been members but which had failed to meet the accrediting requirements this year, be dropped from membership of the association, was adopted.

REPORT OF COMMITTEE ON COLLEGE MARKING SYSTEMS

Dr. Shelton J. Phelps, Professor of School Administration, George Peabody College for Teachers, read the Committee Report on "College Marking Systems." This report is published in the January, 1927, number of the High School Quarterly, edited by Dr. Joseph Stewart, of this Association.

ADDRESS

"The Growing Importance of the Library" was the subject of an illuminating address given by L. R. Wilson, Librarian and Kenan Professor of Library Administration, University of North Carolina. This address is found in Part Five of the Proceedings.

The Association adjourned to meet at 7 P. M.

After a delightful dinner in the refectory of Millsaps College, as guests of local member institutions,—Millsaps College, Mississippi College and Central High School,—the Association convened in the chapel of Millsaps College.

ADDRESSES

An address on "Honors Courses" was delivered by Henry Allen Moe, Secretary of the Guggenheim Foundation, New York City.

Dean Emily Dutton read for President Meta Glass of Sweet Briar College, detained because of illness, her address on "The Outlook for the Higher Education of Women in the South." This address is to be found in Part Five of the Proceedings.

Because of the lateness of the hour, President N. W. Walker was able to give only a portion of the Presidential Address, which is given in full in Part Five of the Proceedings.

FRIDAY, DECEMBER 3, 1926

MORNING SESSION

The Convention reconvened at 9 o'clock Friday morning, December 3, 1926, at the Edwards Hotel, President Walker in the chair.

REPORT OF NOMINATING COMMITTEE

The Nominating Committee made the following report:

President—Dean Theodore H. Jack, Emory University

First Vice-President—Professor C. A. Graeser, College of Charleston

Second Vice-President—Professor D. M. Nelson, Mississippi College

Secretary-Treasurer—President Guy E. Snavelly, Birmingham-Southern College

Executive Committee—Chancellor J. H. Kirkland, Vanderbilt University; President A. B. Dinwiddie, Tulane University; Headmaster S. J. McCallie, McCallie School; President A. A. Murphree, University of Florida; Dean H. D. Campbell, Washington and Lee University.

Respectfully submitted,

R. P. PELL

J. R. LIN

W. A. JAMES

J. C. HARWOOD

J. A. LYON, Chairman

On motion, the vote of the Association was cast by President Walker for these nominees, and they were declared duly elected.

GRADUATE WORK IN THE SOUTHERN STATES

This topic was ably discussed by the following: Dr. Shelton J. Phelps of George Peabody College for Teachers; President Henry W. Chase of the University of North Carolina; and Dean Henry Winston Harper of the University of Texas. Dr. Edwin Greenlaw of the Johns Hopkins University was to have spoken on the same subject. He was unavoidably detained, but sent his paper, which is published with the three speeches above mentioned, in Part Five of the Proceedings.

ADDRESS

An address on "The Aims and Purposes of College" was delivered by President J. A. C. Chandler, College of William and Mary. This is to be found in Part Five of the Proceedings.

REPORT OF AUDITING COMMITTEE

The Auditing Committee begs to report that they have examined the books of Secretary-Treasurer Jack and have found them accurate and correct in every detail. On behalf of the Association, the Committee desires to express to Dean Jack its sincere thanks and appreciation for the unusually excellent manner in which the accounts of this organization have been kept.

Respectfully submitted,

THOMAS E. STRITCH, S. J.

E. L. GILLIS

FRANK F. HOOPER

REPORT OF COMMITTEE ON RESOLUTIONS

WHEREAS, the opportunity to visit and enjoy this charming Capital City of the great State of Mississippi, the delightful courtesy and unfailing hospitality that have been shown us on every hand, the superior quality of the papers and addresses, the devoted and highly efficient services rendered by officers and committees of the Association, have all played their part in making memorable this thirty-first Annual Meeting of the Association of Colleges and Secondary Schools, therefore

BE IT RESOLVED:—That the Association, through these resolutions, convey its grateful appreciation to all those who have made possible so altogether pleasing a result:—to the City of Jackson, to the Chamber of Commerce; to Mississippi College, Millsaps College and the Central High School; to the large and well organized Committee on Arrangements, who have given so much care and thought to our comfort and our pleasure; to the Citizens of Jackson who have furnished us with transportation; to the local press for keeping the public correctly informed as to our work; and, finally, that we express the loyal appreciation on the part of the members of this Association, of the wise and sympathetic services of all its officers and committees, and of all those who, by papers and addresses, have made valuable contributions to the profit and pleasure of the meeting.

Signed,

CARLYLE CAMPBELL

HOWARD E. RONDTHALER

FATHER JEROME, O.S.B.

W. B. GREEN

JULIUS T. WRIGHT

On motion, the Report of the Resolutions Committee was adopted unanimously by a rising vote.

RAISING OF MEMBERSHIP FEE

On behalf of the Executive Committee, Secretary-Treasurer Jack presented a statement indicating the recent tremendous increase in the work of the Association and the mounting cost of the publication, which resulted in the spending of an accumulated surplus to meet the

present year's deficit. After suggesting a tentative budget, which would include \$1800 for a part-time secretary in addition to raising estimates on items already in the budget, Dean Jack moved that, beginning with the fiscal year 1927-1928, the dues of Higher Institutions be set at \$50 per member, and the dues of Secondary Schools be set at \$10 per year. This motion was heartily seconded, with some explanatory remarks, by President A. B. Dinwiddie of Tulane University and Mr. W. L. Spencer of Montgomery, Alabama. The question was called for and the motion prevailed.

PROGRAM AND PLACE OF MEETING FOR NEXT YEAR

Professor W. D. Hooper, University of Georgia, opened the question of the status of the Joint Committee on College Entrance Requirements. After discussion by him, Dean Ives and Dr. J. S. Stewart, University of Georgia, it was moved by Registrar Matthews, University of Texas, that the question of full correlation between secondary schools and colleges be set for discussion at the 1927 meeting of the Association. After some further discussion, the vote was called for and the motion was carried.

Professor Hooper requested that he be relieved as chairman of the Joint Committee, because he had just accepted the chairmanship of the Commission on Institutions of Higher Education. Thereupon, Superintendent H. M. Ivy, Meridian, Mississippi, also member of the Joint Commission, moved that the committee be continued, but that the personnel be changed at the discretion of the incoming President of the Association. The motion carried after it had been discussed by President Chandler, Professor Hooper, Registrar Matthews, Dean Ives, and President Anderson.

Colonel C. R. Endsley, Tennessee Military Institute, introduced a resolution, seconded by Registrar H. H. Caldwell, Georgia School of Technology, requesting the Executive Committee to authorize the publication of a summary of Dr. Roemer's Report on College Freshman Grades. It was feared that the budget could not stand the publication of this Report until action was taken indicating a budgetary increase from the anticipated raising of the membership fees. The motion to publish the report carried.

Dean C. D. Hall, Texas Christian University, made an eloquent appeal for the holding of the 1928 meeting of the Association at some central point in Texas. This was enthusiastically received. For the Executive Committee, President-Elect Jack announced that the 1927

meeting would be held in Jacksonville, Florida on December 1-2, 1927.

Announcements were made by the local Entertainment Committee concerning an afternoon drive arranged by the Jackson Chamber of Commerce, and an evening concert at the City Auditorium, as guests of the Jackson Civic Music Association. The President then declared the Thirty-First Annual Meeting of the Association adjourned.

PART III

Report of the Commission on Institutions of Higher Education

The Commission consists of thirty-nine persons, representing colleges and schools, members of the Association, twenty-four from the higher institutions and fifteen from the secondary schools.

OFFICERS 1926-1927

Chairman: Professor W. D. Hooper, University of Georgia, Athens, Georgia
Secretary: Professor A. L. Bondurant, University of Mississippi, University, Mississippi

Council: Chairman and Secretary, ex-officio.

Chancellor J. H. Kirkland, Vanderbilt University

Dean C. H. Barnwell, University of Alabama

Principal J. T. Wright, University School, Mobile, Alabama

President W. W. Guth, Goucher College

Professor W. J. Battle, University of Texas

COLLEGE MEMBERS

CLASS OF 1927

Dean C. H. Barnwell, University of Alabama

Professor A. L. Bondurant, University of Mississippi

Professor E. F. Buchner, Johns Hopkins University

Dean H. D. Campbell, Washington and Lee University

President Jas. R. McCain, Agnes Scott College

Chancellor J. L. Patterson, University of Louisville

Dean W. L. Fleming, Vanderbilt University

President W. W. Guth, Goucher College

CLASS OF 1928

Dean T. H. Jack, Emory University

President D. M. Key, Millsaps College

President F. L. McVey, University of Kentucky

President H. W. Chase, University of North Carolina

Professor E. L. Scott, Louisiana State University

Professor Clarence Graeser, College of Charleston

President F. B. Trotter, West Virginia University

Professor W. H. Faulkner, University of Virginia

CLASS OF 1929

Dean L. T. Baker, University of South Carolina

President D. R. Anderson, Randolph-Macon Woman's College

Professor W. J. Battle, University of Texas

President A. B. Dinwiddie, Tulane University

President W. P. Few, Duke University

Professor W. D. Hooper, University of Georgia

Dean Walter Miller, University of Missouri

President A. A. Murphree, University of Florida

SCHOOL MEMBERS

CLASS OF 1927

Associate Superintendent Chas. A. Brown, Birmingham, Alabama.
Superintendent W. H. Hand, Columbia, South Carolina.
Principal C. B. Wallace, Nashville, Tennessee.
Superintendent R. H. Watkins, Laurel, Mississippi.
Superintendent Kader R. Curtis, Kinston, North Carolina.

CLASS OF 1928

Principal W. A. James, Galveston, Texas.
Principal Jessie Muse, Atlanta, Georgia.
Principal S. B. Tinsley, Louisville, Kentucky.
Principal C. R. Endsley, Tennessee Military Institute, Sweetwater, Tenn.
Superintendent Harry Howell, Fayetteville, North Carolina.

CLASS OF 1929

Principal C. C. Henson, New Orleans, Louisiana.
Principal J. T. Wright, Mobile, Alabama.
Principal John H. Workman, Pensacola, Florida.
President George P. Butler, Augusta, Georgia.
President C. B. Wilcox, Rome, Georgia.

APPROVED LIST OF COLLEGES AND UNIVERSITIES OF THE
ASSOCIATION

December 3, 1926

MEMBER INSTITUTIONS

A. Colleges of Arts and Sciences

Agnes Scott College, Decatur, Georgia
Agricultural and Mechanical College of Texas, College Station, Texas
Agricultural and Mechanical College of Mississippi, Starkville, Mississippi
Alabama College, Montevallo, Alabama
Alabama Polytechnic Institute, Auburn, Alabama
Alabama, University of, University, Alabama
Baylor College for Women, Belton, Texas
Baylor University, Waco, Texas
Berea College, Berea, Kentucky
Bethany College, Bethany, West Virginia
Birmingham-Southern College, Birmingham, Alabama
Birdgewater College, Bridgewater, Virginia
Centenary College, Shreveport, Louisiana
Centre College, Danville, Kentucky
Charleston, The College of, Charleston, South Carolina
Chattanooga, University of, Chattanooga, Tennessee
College of Industrial Arts, Denton, Texas
Coker College, Hartsville, South Carolina
Converse College, Spartanburg, South Carolina
Davidson College, Davidson, North Carolina
Duke University, Durham, North Carolina

Elon College, Elon College, North Carolina
Emory University, Atlanta, Georgia
Emory and Henry College, Emory, Virginia
Erskine College, Due West, South Carolina
Florida State College for Women, Tallahassee, Florida
Florida, University of, Gainesville, Florida
Furman University, Greenville, South Carolina
George Peabody College for Teachers, Nashville, Tennessee
Georgetown College, Georgetown, Kentucky
Georgia State College for Women, Milledgeville, Georgia
Georgia, University of, Athens, Georgia
Georgia School of Technology, Atlanta, Georgia
Goucher College, Baltimore, Maryland
Greensboro College, Greensboro, North Carolina
Guilford College, Guilford, North Carolina
H. Sophie Newcomb Memorial College (vid. Tulane University)
Hampden Sidney College, Hampden Sidney, Virginia
Howard College, Birmingham, Alabama
Incarnate Word College, San Antonio, Texas
Johns Hopkins University, Baltimore, Maryland
Judson College, Marion, Alabama
Kentucky, University of, Lexington, Kentucky
Lady of the Lake College, San Antonio, Texas
Louisiana College, Pineville, Louisiana
Louisiana State University, Baton Rouge, Louisiana
Louisville, University of, Louisville, Kentucky
Marshall College, Huntington, West Virginia
Maryville College, Maryville, Tennessee
Mercer University, Macon, Georgia
Meredith College, Raleigh, North Carolina
Millsaps College, Jackson, Mississippi
Mississippi College, Clinton, Mississippi
Mississippi State College for Women, Columbus, Mississippi
Mississippi, University of, Oxford, Mississippi
Mississippi Woman's College, Hattiesburg, Mississippi
Missouri, University of, Columbia, Missouri
North Carolina College for Women, Greensboro, North Carolina
North Carolina, University of, Chapel Hill, North Carolina
Presbyterian College of South Carolina, Clinton, South Carolina
Randolph-Macon College, Ashland, Virginia
Randolph-Macon Woman's College, Lynchburg, Virginia
Rice Institute, Houston, Texas
Richmond, University of, Richmond, Virginia
Salem College, Winston-Salem, North Carolina
Shorter College, Rome, Georgia
South Carolina, University of, Columbia, South Carolina
Southern Methodist University, Dallas, Texas
Southwestern Louisiana Institute, LaFayette, Louisiana
Southwestern, Memphis, Tennessee
Southwestern University, Georgetown, Texas
Spring Hill College, Spring Hill, Alabama

Sweet Briar College, Sweet Briar, Virginia
 Tennessee, University of, Knoxville, Tennessee
 Texas Christian University, Fort Worth, Texas
 Texas, University of, Austin, Texas
 The Citadel, Charleston, South Carolina
 Transylvania University, Lexington, Kentucky
 Trinity University, Waxahachie, Texas
 Tulane University, including H. Sophie Newcomb Memorial College, New Orleans, Louisiana
 Tusculum College, Greeneville, Tennessee
 University of the South, Sewanee, Tennessee
 Vanderbilt University, Nashville, Tennessee
 Virginia, University of, Charlottesville, Virginia
 Virginia Military Institute, Lexington, Virginia
 Virginia Polytechnic Institute, Blacksburg, Virginia
 Wake Forest College, Wake Forest, North Carolina
 Washington and Lee University, Lexington, Virginia
 Wesleyan College, Macon, Georgia
 West Virginia University, Morgantown, West Virginia
 William and Mary College, Williamsburg, Virginia
 Winthrop College, Rock Hill, South Carolina
 Wofford College, Spartanburg, South Carolina

B. Teacher Training Colleges

East Texas Teachers College, Commerce, Texas
 North Texas Teachers College, Denton, Texas
 Sam Houston Teachers College, Huntsville, Texas
 South-West Texas Teachers College, San Marcos, Texas
 State Normal College, Natchitoches, Louisiana
 West Texas Teachers College, Canyon, Texas
 Western Kentucky State Teachers College, Bowling Green, Kentucky

C. Junior Colleges

Gulf Park College, Gulfport, Mississippi
 John Tarleton Agricultural College, Stephenville, Texas
 Junior College of Augusta, Augusta, Georgia
 Marion Institute, Marion, Alabama
 Mars Hill College, Mars Hill, North Carolina
 Sullins College, Bristol, Virginia
 Tennessee Wesleyan College, Athens, Tennessee
 Virginia Intermont College, Bristol, Virginia
 Ward-Belmont, Nashville, Tennessee.

LIST OF FOUR YEAR NON-MEMBER COLLEGES

The non-member colleges by resolution passed by the Commission are informed that the inclusion of their names on the non-member list from which teachers may be drawn shall not be a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter nor as evidence of recognition or accrediting by this Association.

Alabama

Athens Female College, Athens
Woman's College of Alabama, Montgomery

Florida

Rollins College, Winter Park
Southern College, Lakeland (1927)
Stetson University, De Land

Georgia

Bessie Tift College, Forsyth
Brenau College, Gainesville
Lagrange College, Lagrange
Piedmont College, Demorest
State Normal School, Athens

Kentucky

Asbury College, Wilmore
Kentucky Wesleyan College, Winchester

Louisiana

Louisiana Polytechnic Institute, Ruston
Loyola University, New Orleans

Mississippi

Belhaven College, Jackson
Blue Mountain College, Blue Mountain
Grenada College, Grenada

North Carolina

East Carolina Teachers College, Greenville
Lenoir College, Hickory
Queens College, Charlotte, (1927)
State College of Agriculture and Engineering, West Raleigh

South Carolina

Chicora College, Columbia (1927)
Clemson Agricultural College, Clemson
Columbia College, Columbia (1927)
Greenville Woman's College, Greenville
Newberry College, Newberry

Tennessee

Carson and Newman College, Jefferson City
Milligan College, Milligan College
Tennessee College, Murfreesboro
Union University, Jackson
West Tennessee State Teachers' College, Memphis (1927)

Texas

Abilene Christian College, Abilene
Austin College, Sherman
Daniel Baker College, Brownwood
Howard Payne College, Brownwood
Simmons College, Abilene
Texas Presbyterian College, Milford
Texas Woman's College, Fort Worth

Virginia

Hollins College, Hollins
 Lynchburg College, Lynchburg
 Roanoke College, Roanoke
 State Teachers' College, Farmville
 State Teachers' College, Fredericksburg
 State Teachers' College, Harrisonburg

West Virginia

Davis-Elkins College, Elkins
 Fairmont State Normal School, Fairmont, (1927)
 Salem College, Salem
 West Virginia Wesleyan College, Buchannon

The annual meeting of the Commission was held at the Edwards Hotel, Jackson, Mississippi, November 30-December 3, 1926.

The Commission met at 11 a. m., Chairman H. D. Campbell presiding. The following members were in attendance upon the sessions of the Commission.

Alabama—Dean C. H. Barnwell, Principal J. T. Wright, Associate Superintendent Charles A. Brown

Florida—President A. A. Murphree

Georgia—Professor W. D. Hooper, Dean T. H. Jack, President J. R. McCain, President G. P. Butler, Principal Jessie Muse

Kentucky—President F. L. McVey, Professor E. B. Fowler (representing Chancellor J. L. Patterson), Principal S. B. Tinsley

Louisiana—President A. B. Dinwiddie, Principal C. C. Henson

Mississippi—Professor A. L. Bondurant, President D. M. Key, Superintendent R. H. Watkins

Missouri—Dean Walter Miller

North Carolina—President H. W. Chase, President W. P. Few, Superintendent K. R. Curtis

South Carolina—Dean L. T. Baker, Superintendent W. H. Hand, Professor C. A. Graeser

Tennessee—Dean W. L. Fleming, Principal Clarence Wallace

Virginia—Dean H. D. Campbell, Professor W. H. Faulkner, Principal James C. Harwood

West Virginia—President F. B. Trotter

The minutes of the Commission for the previous meeting as published in the Proceedings of the Association were approved.

The chairman then appointed committees as follows: On Institutions submitting triennial blanks at this time, on colleges applying for admission into the Association (exclusive of teacher colleges), on Teacher, and non-member colleges, and on nominations.

Applications from Junior Colleges were referred to the standing Committee on Junior Colleges.

The following resolution with reference to triennial blanks was adopted by the Commission: That these blanks be sent out not later than October 1, and that no blanks received later than November 1 be considered at the annual meeting of the Association which follows.

On motion, it was voted that inspectors for Institutions be provided with suitable blanks to be prepared by the chairman and secretary of the Commission.

Professor Bert Young, the first chairman, sat with the Commission as a most welcome guest, and upon invitation addressed the Commission.

President E. C. Elliott, of Purdue University, Indiana, the fraternal delegate from the North Central Association, also sat with the commission during some of its sessions. Dr. Elliott was presented at the evening session on December 1, by Chairman Campbell, and made a very happy address.

The following memorials of Professor S. M. Barton and Principal Sexton Johnston were presented by Chancellor Kirkland and President Murphree, respectively.

"The Commission on Colleges misses from its members today Professor Samuel M. Barton, who for so long regularly attended the meetings of the Association of Colleges and Secondary Schools of the Southern States as the representative of the University of the South. Professor Barton was one of the most competent and faithful members of this Commission. At every meeting he was called on for labor and service, which he freely gave without question and without stint. Though kept very busy in the affairs of his own institution, he still had time to devote himself to the interests of many. His wise counsel, his accurate knowledge, and his broad sympathy were most helpful in the solution of the special problems that came before the Southern Association and all its varied committees. For these reasons the Commission on Colleges desires to enter on its records this brief but sincere appreciation of the life and services of one who did so much for others."

"In the sudden passing of Sexton Johnston, the Commission on Higher Institutions lost a very valuable member. He not only had played an important part in the educational affairs of his native state of Florida, but had lent his influence to the development of education throughout the South. He was faithful in the discharge of his duties as a member of this Commission, and during his term of service he never missed a meeting of the Association. His services and his counsel will be missed in our circle. The Commission ex-

tends its sympathy to the bereaved family and his colleagues in Florida, and records its sense of appreciation of his services to the Association and the loss of his wise and thoughtful counsel in the deliberations of this body."

The Four-Year Teacher Training and Junior Colleges which follow below, were, upon recommendation from the various committees and with the approval of the Council, recommended by the Commission to the Executive Committee of the Association for its approval, and, if approved, to be transmitted to the Association at one of its regular meetings with the recommendation that the institutions be elected members of the Association.

FOUR-YEAR COLLEGES

Agricultural and Mechanical College of Mississippi, Starkville, Mississippi

Baylor College for Women, Belton, Texas

Berea College, Berea, Kentucky

Elon College, Elon College, North Carolina

Greensboro College, Greensboro, North Carolina

Guilford College, Guilford, North Carolina

Marshall College, Huntington, West Virginia

Mississippi Womans College, Hattiesburg, Mississippi

Tusculum College, Greenville, Tennessee

Virginia Military Institute, Lexington, Virginia

JUNIOR COLLEGES

Gulf Park College, Gulfport, Mississippi

John Tarleton Agricultural College, Stephenville, Texas

Junior College of Augusta, Augusta, Georgia

Marion Institute, Marion, Alabama

Mars Hill College, Mars Hill, North Carolina

Sullins College, Bristol, Virginia

Tennessee Wesleyan College, Athens, Tennessee

TEACHER TRAINING COLLEGES

Western Kentucky Teachers College, Bowling Green, Kentucky

Louisiana State Normal College, Natchitoches, Louisiana

The following institutions, upon recommendation of the Committee, and with the approval of the Council upon vote of the Commission, were placed upon the list of the non-member colleges.

East Carolina Teachers College, Greenville, North Carolina

Greenville Woman's College, Greenville, South Carolina

Loyola University, New Orleans, Louisiana
State Normal School, Athens, Georgia
State Teachers College, Harrisonburg, Virginia
State Teachers College, Farmville, Virginia
State Teachers College, Fredericksburg, Virginia

Upon the recommendation of the Committee, one institution was stricken from the list of Non-Member Colleges.

The status of the Non-Member College was given considerable attention at this meeting, and a Committee of three from the Commission, consisting of President Dinwiddie, Dean Fleming, and Principal Wallace, was appointed to confer with a similar Committee from the High School Commission, to report at the next annual meeting of the Commission.

The Chairman appointed the following standing Committee on Junior Colleges: Battle, W. J., (Chairman), Butler, George P., (Secretary), Chase, H. W.; Key, D. M.; Fleming, W. F.; Miller, Walter; Faulkner, W. H.; Wright, J. T.; Hand, W. H., (vice J. C. Harwood, resigned.)

Dr. W. J. Battle, Chairman of the Committee on Junior Colleges introduced the following resolution which was adopted by the Commission:

Be it resolved, that the Secretary of the said Committee be authorized to print and distribute Information Blanks, receive applications for membership, and digest the information for the benefit of the Committee in advance of the annual meeting of the Commission on Institutions of Higher Education.

He then introduced certain proposed changes or additions to the present standards for Junior Colleges which were considered in detail, and approved by the Commission. The amended standards appear below.

The standards not mentioned are to remain unchanged.

STANDARD NUMBER 1. *Entrance Requirements.* The requirement for admission shall be the satisfactory completion of a four year course of not less than fifteen units in a secondary school that is accredited by this Association, or by another recognized accrediting agency, or equivalent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

STANDARD NUMBER 4. *Number of Students and of College Departments.* The number of regular college students shall be not less than sixty and the number of separate departments not less than five (English, History, For-

eign Language, Mathematics, Science). The number of teachers shall not be less than five employed specifically for college instruction, giving the major part of their time to college instruction.

STANDARD NUMBER 5. *Salaries and Training of the Faculty.* Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least, in a graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

STANDARD NUMBER 6. *Number of Classroom Hours for Teachers.* The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in high school.

STANDARD NUMBER 9. *Library.* The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least \$500.00.

STANDARD NUMBER 11. *Separation of College and Preparatory Classes.* Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school students being admitted to any college course.

STANDARD NUMBER 12. *Proportion of Regular College Students to the Whole Student Body.* At least 75 per cent of the students in a junior college shall be pursuing curricula to graduation.

Report of Committee on Triennial Blanks was presented to the Commission and the Secretary was directed to convey the specific criticisms which were made to the respective Institutions.

Certain recommendations of the Committee with reference to the Triennial Blanks were referred to the Council for consideration.

The report which follows was approved by vote of the Commission:

There were submitted to the Committee twenty-two blanks, and these have been carefully investigated and classified as follows:

I.—Two Institutions have been approved without further inquiry, and without criticism.

II.—Eight Institutions are requested to give further information about one or more standards that seem to be open to possible criticism.

III.—Six Institutions are given minor criticisms, but are not asked for further reports.

IV.—Five Institutions are asked to give full reports again next year with special emphasis on points of difficulty which we consider of major importance.

V.—One Institution we feel ought to make a full report next year accompanied by a new inspection report.

We have detailed suggestions for letters to these institutions which have been criticised or have been asked for further information.

We also submit on a separate sheet certain suggestions which the Committee would offer in the light of our experience in checking these blanks.

Respectfully,

A. B. DINWIDDIE, Chairman

W. P. FEW, Vice-Chairman

J. R. MCCAIN, Secretary

F. L. McVEY

R. H. WATKINS

C. A. BROWN

By vote of the Commission the Secretary was requested to address a letter to the Institutions included in the non-member list of four-year colleges warning them that such inclusion shall not be used for advertising purposes in their catalogues or other printed matter nor as evidence of recognition or accrediting by this Association.

It was further voted that this warning be printed at the head of the list of Non-Member Colleges in the Proceedings.

Dr. Barnwell, Chairman of the Nominating Committee, presented names for the Commission's officers for the year 1926-27, and nominations to fill vacancies in the Commission. He stated to the Commission that it was a source of deep regret that he was unable to present the name of Dean Campbell, who had served so efficiently as Chairman of the Commission for four years, but that he had been informed by Dean Campbell that circumstances prevented him from holding this office longer.

The Commission by a rising vote expressed to Dr. Campbell their appreciation for the long and valuable service that he had rendered.

The nominations made by the Chairman were approved by the Commission and reported to the Executive Committee.

The names of the members chosen by the Commission appear under the caption "Class of 1929."

The officers elected were:

Professor W. D. Hooper, University of Georgia, Chairman

Professor A. L. Bondurant, University of Mississippi, Secretary
Council—Chancellor J. H. Kirkland, Vanderbilt University; Dean
Charles H. Barnwell, University of Alabama; Principal J. T. Wright,
University School, Mobile; President W. W. Guth, Goucher College;
Professor William J. Battle, University of Texas.

The Commission then adjourned.

ALEXANDER L. BONDURANT,
Secretary of Commission on Institutions
of Higher Education

PART IV

Report of the Commission on Secondary Schools

DIVISION I

COMMISSION ON SECONDARY SCHOOLS

OFFICERS

Chairman: Dr. J. A. Lyon, Tulane University, New Orleans, Louisiana

Vice-Chairman: W. L. Spencer, State Department of Education, Montgomery, Alabama

Secretary: Joseph Roemer, Professor of Secondary Education, University of Florida, Gainesville, Florida

MEMBERS

Alabama

W. L. Spencer, Chairman, Supervisor of Secondary Education, Montgomery

Leo H. King, Professor of Secondary Education, University of Alabama, Tuscaloosa

John C. Dawson, President, Howard College, Birmingham

D. L. Hovater, Principal, Guntersville

Florida

Joseph Roemer, Chairman, Professor of Secondary Education, University of Florida, Gainesville.

R. M. Sealey, State High School Inspector, Tallahassee

Edward Conradi, President, State College for Women, Tallahassee

E. L. Robinson, Principal, Hillsboro High School, Tampa.

Georgia

J. S. Stewart, Chairman, Professor of Secondary Education, University of Georgia, Athens

E. A. Pound, State High School Supervisor, Atlanta

Goodrich C. White, Dean, Emory University

B. F. Pickett, Principal, Newnan

Kentucky

M. E. Ligon, Chairman, Professor of Secondary Education, University of Kentucky, Lexington

J. B. Holloway, Supervisor of High Schools, Frankfort

C. G. Crooks, Dean, Centre College, Danville

O. J. Lewis, Principal, Owensboro High School, Owensboro

Louisiana

C. F. Trudeau, Chairman, State High School Inspector, Baton Rouge

H. L. Garrett, Louisiana State University, Baton Rouge

J. A. Lyon, Newcomb College, Tulane University, New Orleans

S. M. Brame, Principal, Bolton High School, Alexandria

Mississippi

F. C. Jenkins, Chairman, Supervisor of High Schools, Jackson

O. S. Shaw, Dean, University of Mississippi, University

J. R. Lin, Millsaps College, Jackson

H. B. Heidelberg, Superintendent, Clarksdale

North Carolina

J. H. Highsmith, Chairman, State High School Supervisor, Raleigh
 R. L. Flowers, Duke University, Durham
 W. A. Graham, Superintendent, Wilmington
 N. W. Walker, Dean, University of North Carolina, Chapel Hill

South Carolina

J. A. Stoddard, Chairman, Professor of Secondary Education, University of South Carolina, Columbia
 R. H. Coleman, College of Charleston, Charleston
 W. E. Black, Superintendent, Greenwood
 J. M. Daniel, State High School Inspector, Columbia

Tennessee

W. A. Bass, Chairman, State High School Supervisor, Nashville
 E. R. Gabler, Professor of Secondary Education, University of Tennessee, Knoxville
 S. J. McCallie, Headmaster, The McCallie School, Chattanooga
 Frank F. Hooper, Dean, University of Chattanooga, Chattanooga

Texas

Mary Jo Popplewell, Chairman, State High School Supervisor, Austin
 E. J. Matthews, Assistant Dean, University of Texas, Austin
 S. P. Brooks, President, Baylor University, Waco
 R. L. Paschal, Principal, Central High School, Ft. Worth

Virginia

Sidney B. Hall, Chairman, State Supervisor of Secondary Education, Richmond
 W. R. Smithey, Professor of Secondary Education, University of Virginia, University
 R. E. Blackwell, President, Randolph-Macon College, Ashland
 J. C. Harwood, Principal, John Marshall High School, Richmond

CLASS OF 1928-1929

Leo H. King, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama
 J. S. Stewart, Professor of Secondary Education, University of Georgia, Athens, Georgia
 M. E. Ligon, Professor of Secondary Education, University of Kentucky, Lexington, Kentucky
 H. L. Garrett, Professor, Louisiana State University, Baton Rouge
 J. C. Dawson, President, Howard College, Birmingham, Alabama
 B. F. Pickett, Principal, Newnan, Georgia
 C. G. Crooks, Dean, Centre College, Danville, Kentucky
 S. M. Brame, Principal, Alexandria, Louisiana
 H. B. Heidelberg, Superintendent, Clarksdale, Mississippi
 W. E. Black, Superintendent, Greenwood, South Carolina
 Frank F. Hooper, Dean, University of Chattanooga, Chattanooga, Tennessee.
 S. P. Brooks, President, Baylor University, Waco, Texas
 J. C. Harwood, Principal, Richmond, Virginia
 F. C. Jenkins, Supervisor of High Schools, Jackson, Mississippi
 N. W. Walker, Dean, University of North Carolina, Chapel Hill, N. C.

CLASS OF 1926-1927

- J. M. Daniel, State High School Inspector, Columbia, South Carolina
 E. R. Gabler, Professor of Secondary Education, University of Tennessee, Knoxville
 Mary Jo Popplewell, Chief High School Inspector, Austin, Texas
 O. S. Shaw, Dean, University of Mississippi, University, Mississippi
 J. H. Highsmith, State High School Supervisor, Raleigh, North Carolina
 J. A. Stoddard, Professor of Secondary Education, University of South Carolina, Columbia
 W. A. Bass, State High School Inspector, Nashville, Tennessee
 E. J. Matthews, Assistant Dean, University of Texas, Austin
 Sidney B. Hall, State High School Supervisor, Richmond, Virginia
 Edward Conradi, President, Florida State College for Women, Tallahassee
 J. O. Lewis, Principal, Owensboro, Kentucky
 W. A. Graham, Superintendent, Wilmington, North Carolina
 Jos. Roemer, Professor of Secondary Education, University of Florida, Gainesville
 W. R. Smithey, Professor, University of Virginia, University

CLASS OF 1927-1928

- D. L. Hovater, Principal, Guntersville, Alabama
 E. L. Robinson, Director of High Schools, Tampa, Florida
 G. C. White, Dean of the College, Emory University, Georgia
 J. A. Lyon, Newcomb College, Tulane University, New Orleans, Louisiana
 J. R. Lin, Professor, Millsaps College, Jackson, Mississippi
 R. L. Flowers, Professor, Duke University, Durham, North Carolina
 R. H. Coleman, Professor, College of Charleston, Charleston, South Carolina
 S. J. McCallie, Headmaster, The McCallie School, Chattanooga, Tennessee
 R. E. Blackwell, President, Randolph-Macon College, Ashland, Virginia
 W. L. Spencer, State Supervisor of Secondary Education, Montgomery, Alabama
 R. M. Sealey, State High School Inspector, Tallahassee, Florida
 E. A. Pound, State High School Supervisor, Atlanta, Georgia
 J. B. Holloway, State High School Supervisor, Frankfort, Kentucky
 C. F. Trudeau, State High School Inspector, Baton Rouge, Louisiana
 R. L. Paschal, Principal, Central High School, Fort Worth, Texas

DIVISION II

REPORT OF THE COMMISSION

BY JOS. ROEMER, SECRETARY

1. Created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911.
2. Organized at Nashville, Tennessee, April, 1912. Joseph S. Stewart, Chairman; Bert E. Young, Secretary.
3. First annual meeting held at Spartanburg, South Carolina, November, 1912. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
4. Called meeting held at Richmond, Virginia, April, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.

5. Second annual meeting held at Knoxville, Tennessee, November, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
6. Third annual meeting held at Charlottesville, Virginia, October, 1914. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
7. Fourth annual meeting held at Nashville, Tennessee, October, 1915. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.
8. Fifth annual meeting held at Durham, North Carolina, November 13-17, 1916. R. E. Blackwell, Chairman; B. W. Torreyson, Secretary.
9. Sixth annual meeting held at Atlanta, Georgia, November, 1917. W. H. Hand, Chairman; Harry Clark, Secretary.
10. Seventh annual meeting held at Nashville, Tennessee, November, 1918. McHenry Rhoades, Chairman; Harry Clark, Secretary.
11. Eighth annual meeting held at Louisville, Kentucky, December, 1919. L. L. Friend, Chairman; Harry Clark, Secretary.
12. Ninth annual meeting held at Chattanooga, Tennessee, December, 1920. A. B. Hill, Chairman; Harry Clark, Secretary.
13. Tenth annual meeting held in Birmingham, Alabama, November 29 and 30, 1921. C. A. Ives, Chairman; A. B. Hill, Secretary.
14. Eleventh annual meeting held in New Orleans, Louisiana, December 5 and 6, 1922. C. A. Ives, Chairman; Jos. Roemer, Secretary.
15. Twelfth annual meeting held in Richmond, Virginia, December 4 and 5, 1923. C. A. Ives, Chairman; Joseph Roemer, Secretary.
16. Thirteenth annual meeting held in Memphis, Tennessee, December 2 and 3, 1924. N. W. Walker, Chairman; Jos. Roemer, Secretary.
17. Fourteenth annual meeting held in Charleston, South Carolina, December 1 and 2, 1925. H. B. Heidelberg, Chairman; Jos. Roemer, Secretary.
18. Fifteenth annual meeting held in Jackson, Mississippi, November 30 and December 1, 1926. W. L. Spencer, Chairman; Jos. Roemer, Secretary.

MINUTES OF THE COMMISSION ON SECONDARY SCHOOLS, DECEMBER, 1926

The Commission on Secondary Schools has been in continuous session for the past two days, November 30 and December 1. A very large per cent of all members have been in attendance. Many friends in the field of secondary education have been with us and have been given a most hearty welcome.

The following tables show the number of schools that are members of the Association, or are accredited by the Commission on Secondary Schools, for the year 1926-1927.

Table II below shows the growth of the secondary schools in the Association since its beginning:

TABLE I

SUMMARY OF SECONDARY SCHOOLS ACCREDITED BY THE COMMISSION, 1926-27.

STATES	Old Schools	Dropped	New	Total
Alabama	53	2	8	59
Florida	76	0	9	85
Georgia	80	2	4	82
Kentucky	78	2	21	97
Louisiana	74	1	16	89
Mississippi	45	0	1	46
North Carolina	75	7	8	76
South Carolina	45	0	4	49
Tennessee	67	7	9	69
Texas	119	4	16	131
Virginia	49	1	11	59
Total	761	26	107	842

TABLE II.

SHOWING THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF
THE ASSOCIATION

Session	Years	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23
4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
*19	1913	125	36	161
†20	1914	208	70	278
21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	709	133	842

*No list for Florida or Arkansas.

†Full report for all thirteen Southern States.

TABLE II.-A

Showing Number of Public and Private Secondary Schools Accredited by the Commission for 1926-27

STATE	Type of School		TOTAL
	PUBLIC	PRIVATE	
Alabama	46	13	59
Florida	79	6	85
Georgia	68	14	82
Kentucky	80	17	97
Louisiana	82	7	89
Mississippi	42	4	46
North Carolina	63	13	76
South Carolina	44	5	49
Tennessee	44	25	69
Texas	122	9	131
Virginia	39	20	59
TOTAL	709	133	842
Percent of each type	84.2	15.8	100

STANDING COMMITTEES

1. JUNIOR HIGH SCHOOL

W. L. Spencer, Chairman; R. M. Sealey, Secretary; N. W. Walker, H. L. Garrett .

2. COMMITTEES ON UNIT COURSES

ENGLISH

E. L. Robinson, Chairman; E. J. Mathews, Goodrich C. White, J. M. Daniel.

MATHEMATICS

Frank F. Hooper, Chairman; C. R. Wilcox, Robert H. Coleman, Joe Jennings, R. L. Flowers.

CLASSICAL LANGUAGES

R. F. Thomason, Chairman; Father Jerome, R. E. Blackwell.

MODERN FOREIGN LANGUAGES

R. E. Blackwell, Chairman; Edward Conradi.

THE SOCIAL SCIENCES

J. R. Lin, Chairman; E. R. Gabler, Mary Jo Popplewell, H. L. Garrett, M. E. Ligon.

NATURAL SCIENCES

Leo H. King, Chairman; J. A. Lyon, D. L. Hovater, L. L. Friend, W. A. Graham, Mark Godman.

PRACTICAL AND VOCATIONAL ARTS

J. A. Stoddard, Chairman; J. Henry Highsmith, E. A. Pound, Charles F. Trudeau.

THE AESTHETIC ARTS

Joseph S. Stewart, Chairman; J. Henry Highsmith, W. L. Spencer.

PHYSICAL EDUCATION (*Including Athletics*)

Joseph S. Stewart, Chairman; Frank F. Hooper, W. A. Bass, W. E. Black.

BIBLE

T. E. P. Woods, Chairman; J. H. Highsmith, J. M. Daniel.

3. REVIEWING COMMITTEE ON UNIT COURSES OF STUDY

J. S. Stewart, Chairman; E. L. Robinson, Frank F. Hooper, R. F. Thomason, R. E. Blackwell, J. R. Lin, Leo H. King, J. A. Stoddard, S. J. McCallie.

4. PROGRAM COMMITTEE

J. A. Lyon, Chairman; W. L. Spencer, Vice-Chairman; Joseph Roemer, Secretary.

5. COMMITTEE ON COOPERATION WITH THE UNITED STATES
BUREAU OF EDUCATION

W. R. Smithey, M. E. Ligon, W. L. Spencer.

6. REVISION OF BLANK

R. M. Sealey, Chairman; Mary Jo Popplewell, J. O. Lewis, J. A. Stoddard.

7. FRESHMEN COLLEGE GRADES

Jos. Roemer.

ROUTINE COMMITTEES

1. Special Studies. a. Quinquennial Study

Joseph Roemer, Chairman; R. M. Sealey, Mary Jo Popplewell, J. O. Lewis, J. A. Stoddard.

b. Professional Training of Teachers

M. E. Ligon, Chairman; F. C. Jenkins, E. L. Bailey.

2. Active Committees to Report at Next Meeting of Commission. a. Committee on Library Standards

J. H. Highsmith, Chairman; F. C. Jenkins, S. J. McCallie, D. L. Hovater.

b. Joint Committee on Non-Member Colleges

J. A. Stoddard, Chairman; R. M. Sealey, F. C. Jenkins.

c. Committee on Principal's Recommendations for College Entrance

J. H. Highsmith, Chairman; J. R. Lin, E. R. Gabler, D. L. Hovater.

d. Committee on Article X of the Standards of the Commission

E. R. Gabler, Chairman; C. G. Crooks, E. L. Robinson, Mary Jo Popplewell.

e. Committee on Qualifications of 25% of Academic Teachers Not Holding Degrees

Leo H. King, Chairman; S. B. Hall, W. E. Black, F. F. Hooper.

- f. Committee on Dual System of College Entrance
R. M. Sealey, Chairman; H. L. Garrett, F. C. Jenkins.
3. Retiring Committees. a. Auditing Committee
R. H. Coleman, Chairman, J. S. Stewart, W. A. Bass.
- b. Equity Committee
Leo H. King, Chairman; E. L. Robinson, R. E. Blackwell, J. B. Holloway.
- c. Nominating Committee
H. B. Heidelberg, Chairman; S. J. McCallie, S. P. Brooks, F. C. Jenkins.
- d. Budget Committee

FINANCIAL STATEMENT

The Secretary presented the following financial statement to the Commission. The statement shows the budget allowance, the amount of money expended, and the total income of the commission. The report was as follows:

FINANCIAL STATEMENT FOR 1925-1926

By Joseph Roemer, Secretary to the Commission on Secondary Schools in the Association of Colleges and Secondary Schools of the Southern States:

A. EXPENDITURES

	Budget Allowance	Amount Spent
Clerical hire for Secretary.....	\$ 120.00	\$ 120.00
Stamps	50.00	62.00
Stationery for Secretary.....	30.00	25.45
Express	10.00	12.21
Printing Annual Blank.....	175.00	155.75
High School Quarterlies.....	600.00	603.00
SPECIAL STUDIES:		
1. Junior High School.....	150.00	
2.		
(a) Printing Dean's Report.....	75.00	85.25
(b) Compiling Dean's Report.....	400.00	442.63
3. Study of Private Schools.....	25.00	
4. Study of Professional Training of Teachers.....	25.00	114.00
5. National Committee on Research in Secondary Education	150.00	150.00
MISCELLANEOUS ITEMS:		
December 10, J. S. Stewart, Athletic Investigation.....		20.00
December 10, Omer Carmichael, Athletic Investigation.....		10.00
December 10, J. R. Lin, Mimeographing.....		12.47
December 12, H. B. Heidelberg, Stamps and Telegrams.....		7.50
CERTIFICATE OF ACCREDITATION:		
March 3, W. M. Welch Mfg. Co.....	\$ 49.50	
March 3, Express on same.....	5.65	
March 13, Stamps for mailing	10.00	
March 18, Stamps for mailing	15.00	
Total	\$ 80.15	80.15

PROGRAMS FOR CONVENTION:

April 8, Pepper Ptg Co.....		9.25
TOTAL	\$1,810.00	\$1,909.66
Amount Over Expended	\$ 99.66	

B. INCOME

STATE	Dues Paid
Alabama	\$ 262.00
Florida	371.00
Georgia	319.00
Kentucky	357.00
Louisiana	262.00
Mississippi	225.00
North Carolina	300.00
South Carolina	189.00
Tennessee	233.00
Texas	484.00
Virginia	218.00
TOTAL	\$3,220.00

C. SUMMARY

Total Income from Commission on Secondary Schools.....	\$3,220.00
Total Disbursements by the Commission on Secondary Schools.....	1,909.66
Total Amount Turned Over to the Association.....	\$1,310.34

The Auditing Committee after checking the books of the Secretary very carefully, made the following report:

"Your committee begs leave to report that it has gone over the books of the Secretary very carefully and has found the accounts all in excellent shape. It desires to compliment the Secretary upon the set of records which he keeps."

BUDGET FOR 1926-27

The Chairman of the Budget Committee made the following report as a recommended budget for the financing of the work of the Commission for 1926-27:

Clerical hire for Secretary.....	\$ 120.00
Stationery for Secretary.....	25.00
Stamps for Secretary.....	60.00
Express to State Chairman.....	10.00
Printing annual blank.....	135.00
High School Quarterly	640.00
SPECIAL STUDIES:	
Junior High School.....	\$100.00
Professional Training of Teachers.....	150.00
Quinquennial Report	600.00
	\$850.00
Certificates of Accreditation	100.00
Total	\$1,940.00

SUMMARY

Total Income from Commission.....	\$3,905.00
Budget Allowance	1,940.00
Difference	\$1,965.00

OTHER MATTERS ACTED UPON

1. *Quinquennial Report.* The Secretary made a preliminary report on the work of his Committee which has in charge the preparation of this report. He stated that the blanks filled by all of the accredited secondary schools would serve as a basis in compiling the report. He further stated that it was the hope of the Committee to have the report in final form by the next annual session of the Association.

2. *Bible Study.* Chairman McCallie made a second report upon this topic for his Committee. He stated that his Committee was at present at work on the matter of preparing a syllabus for use in Secondary Schools. The Commission received this report and continued the Committee.

3. *Specialization of Teachers.* Chairman Ligon in reporting for his Committee stated that all data to be used in this study were in the hands of the Committee. He further stated that the final report of the Committee would be ready to present to the Commission at its next annual meeting.

4. *Unit Courses of Study.* Chairman Stewart made a rather full report for his Committee. This report will be printed in full sometime during the year in the High School Quarterly.

5. *Professional Training of Teachers.* The Commission instructed each state chairman to get out a notice sometime in the early spring to each principal of a Southern Association High School in his state reminding him that "beginning with the school year 1927-28 all beginning teachers and principals shall have not less than 12 semester hours work in Education." It was the sense of the Commission that this precaution should be taken in order to avoid any embarrassment next fall when time came to fill out blanks.

6. *Codification of Rules and Regulations of the Commission.* For the past two years Dr. J. A. Lyon of Tulane University has been at work upon the task of codifying all the rules and regulations of the Commission. A final report was made of the work and placed in the hands of the Secretary for use in answering questions or giving

out information concerning the standards of the Commission. Financial limitations of the Association prevent the publication of this report in full.

7. *National Committee on Research in Secondary Education.* Dr. Smithey reported on the splendid work which was being done by this organization and gave the Association full details as to how our Commission is cooperating with the Committee in carrying out its work. Financial limitations prevent the publication of this report in full.

8. *College Entrance Requirements.* At the Charleston meeting in 1925 the following resolution was passed: "That the Secretary of the Commission on Secondary Schools present to the Association the question as to whether the colleges desire a continuance of a difference between the passing grade and the grade required for recommendation to college; and whether the recommendation of the Secondary School Principal concerning preparation for college work will be considered by the colleges." The Commission authorized the appointment of a Committee to make a study of this problem and report at its next meeting. Colonel C. R. Endsley of the Tennessee Military Institute made the following report to the Commission:

Interpreting the request for this report in connection with the discussion in the Charleston conference which led to it, it is our purpose to avoid the very broad subject of college entrance requirements in general and to limit the discussion to the two questions which follow, which were raised at Charleston:

Q. 1. Do the colleges desire a continuance of a difference between the passing grade and the grade required for recommendation for college entrance?

Q. 2. Will the recommendation of the Secondary School principal concerning the preparation (or the lack of it) for college entrance be considered by the colleges?

These are questions that affect the well-being and standards of scholastic work in every member of this Association, colleges as well as secondary schools, public high schools as well as private academies. Every poorly prepared freshman admitted to college tends to lower the standard of work in the classes to which he is admitted. In practically every case, the conscientious and charitable instructors go through a period of tolerating unsatisfactory work prior the actual dropping of poorly prepared members from the class. This very toleration serves to demoralize the efforts of other pupils. Thus the poorly prepared freshman becomes both an intellectual and a financial liability for the college.

For the secondary school the problem is no less serious. When the members of a high school class see the weak members of the class ahead admitted to respectable colleges right along with the strong and well prepared members of that class, one of the strongest stimuli for high grade scholastic work in the high school is removed. When the definite, clear-cut statement of the high school principal that a particular pupil is not prepared for college work is disregarded by the college, the authority and influence of the high school principal in his own school is weakened and the school thereby suffers.

From the foregoing and from the experience and observation of members it must be clear that a practice of regarding graduation from a preparatory or high school as equivalent to recommendation for college entrance is detrimental both to the college and secondary school members of our association. The probability of failure in college for the boy who has barely passed in high school does not deter him from seeking admission. This type of student is frequently more interested in joining a Greek letter fraternity than in getting an education anyway. President Henry Louis Smith, of Washington and Lee University, has wisely remarked that the average young American today is more interested in college life than in a college education.

Twenty years ago there may have been valid reasons for admitting good, bad, and indifferent freshmen; the colleges needed them to fill up their halls. Today no such reasons exist. The number of colleges within the bounds of this Association has not appreciably increased in that period, whereas the number of schools doing more or less acceptable college entrance preparation has been increased from six to ten fold. This situation affords an opportunity for the colleges to set higher standards of admission and thus secure a higher order of scholastic work for themselves and at the same time help in stimulating higher standards in the secondary schools. These desirable results may be obtained, without any revolutionary changes in college entrance requirements, by the simple process of excluding from admission those who have barely topped the passing grade required in the secondary school, unless the applicant is definitely recommended for admission by the school from which he has come.

We do not mean to imply by the foregoing that all the member colleges ignore low grades and the recommendations of high school principals in the matter of admissions, but we do mean to state that there is a considerable number of colleges apparently in good standing as members in which these matters are ignored, even in cases

where it has been definitely pointed out that the applicant is not prepared for college work.

It has been argued by certain college men that this question can be just as effectively solved by the secondary schools through their refusal to graduate any but those whom they are willing to recommend for college entrance. Limited to the single matter of college entrance, this is true. However, the country as a whole would suffer from the adoption of such a policy. Secondary school men recognize the fact that they have in their schools tens of thousands of pupils who are not good college material and cannot be made into such. Yet the usefulness of these same pupils in their communities and their success and happiness in life will be greatly enhanced provided they may be in some way encouraged to continue through the four years of high school training and instruction.

The standard blank of the Southern Association clearly implies a distinction between the passing grade of the secondary school and the college entrance grade through the two questions: What is your passing grade? What is the grade required for college certification? In addition, we have abundant precedents in the practice of prominent institutions which are proud of their reputation and careful as to the character of their product. Harvard will accept only the Upper Seventh on certificate; West Point inquires very specifically as to what Fourth of his class each applicant comes from; University of Pennsylvania, we understand, is inaugurating the policy of accepting on certificate only pupils from the Upper Half of the prior class; while the University of Illinois requires a margin of ten per cent above the passing grade of the secondary school in the case of any applicant living outside the State of Illinois.

We do not claim that Southern schools are ready as yet for too wide a margin between passing grades and the grades required for recommendation to college, but we do believe that better scholastic work will result in any requiring of a margin above the high school passing grade for admission; and we know that the general adoption of some reasonable margin between mere passing and college entrance grades will result in better college entrance preparation on the part of all pupils seriously interested in entering college. It will serve to exclude from college only those who would become drags in college or would drop out before the end of the first year.

If the Association is not ready to adopt some margin policy, the standard blank ought to be revised so as to remove its present implication, and secondary schools should have opportunity of revising

their graduation requirements so as to distinguish between college and non-college material in their senior classes.

The question of the personal recommendation of the individual applicant by his high school principal has been only referred to. Assuming that the principal is fair-minded and free from malice, which is true 99% of the time, this recommendation ought to mean fully as much as the grades recorded. And the college that accepts an applicant who has been definitely disapproved by the high school principal certainly ought not to charge up the failure of that pupil against the high school in the Dean's report to this Association.

Every secondary school in this Association which offers a curriculum of more than sixteen units has to deal continually with the pupil who is wanting to shift from the more difficult college entrance courses into the easier courses offered. Such requests are frequently accompanied by assurances that the pupil does not intend to go to college. Yet a year or two years later, the same pupil turns up with a request to be certified to some college, and, we regret to add, that there are college members of this Association which accept such applicants. So long as the weak and lazy pupils can make such shifts on the plea of not going to college, and later go over the head of the school principal and secure admission to college, the poor preparation will continue and the hundreds of unsatisfactory freshmen will continue to be dropped from college rolls in January.

If the college members of this Association are not ready to adopt a consistent policy of considering the recommendation of secondary school principals as to the fitness or unfitness of their graduates for college entrance, then the uniform certificate blank should be revised so as to omit the sentence: "I recommend the applicant for admission to BLANK COLLEGE."

We do not for one moment question the right of this Commission to warn member schools whose graduates are showing a high percentage of college failure, nor do we doubt the wisdom of their policy in doing so. If the weakness is not corrected in a reasonable time, we do not question the right of this Commission to bar such schools from fully accredited membership. Only in this way can the standards of secondary education be maintained. We believe the Commission on Institutions of Higher Learning ought to warn, and, if necessary, bar from fully accredited membership college members who knowingly admit freshmen who are not adequately prepared for college work.

A very heated discussion followed this report. Dr. Lyon moved that:

"The matter of requiring a different passing grade for certification for college from that required for graduation from high school, be left to the individual school; and that no student be accepted upon *certificate*, unless definitely recommended by the Principal."

After considerable discussion, Mr. Black moved the following substitute motion:

"That the question of separate grade and requirement of recommendation of Principal for College entrance be studied by a Committee of this Commission acting with a like Committee from the Commission on higher Institutions, and report be made next year!"

After considerable more discussion both motions were tabled and the Commission voted to receive the report and file it.

By action of the executive committee of the Association a joint committee from each Commission is to make a study of this matter and report back to the Association one year later. The Commission authorized the appointment of this committee. It occurs under the heading "Dual System of College Entrance."

9. *Report of Committee on Junior High School.* The report this year for the Junior High School was made by Professor Paul W. Terry of the University of North Carolina. He presented a very thorough report which was very comprehensive in its content. The length of the report makes it necessary to omit it from the Proceedings. It is hoped, however, that it will be printed soon by another agency.

10. *Private Secondary Schools.* At the 1925 meeting of the Association in Charleston, South Carolina, a committee was authorized by the Commission to make a study of the Private Secondary School. It was the purpose of this committee in making its study to ascertain, (a) whether separate standards should be set up for a private secondary school; (b) if so, what these standards should be; (c) if not a separate set of standards, what modifications should be made in the present standards in justice to the private secondary schools of the Association. Head Master S. J. McCallie made the following report for this committee:

REPORT OF COMMITTEE ON PRIVATE SCHOOLS

Introduction

A. No doubt existing that many private schools are at present seriously embarrassed over the present regulations and requirements.

B. Some come under the regulations with a feeling of restraint, feeling that they are unduly hampered.

C. Some excellent private schools deliberately refuse to come in because of the existing regulations.

D. Some excellent private schools as organized cannot meet the rules.

Rules Should Be Modified

A. Many private schools now in the Association more than meeting all requirements feel strongly that certain modifications should be made.

B. No desire, however, to tear down or weaken the standards in any way whatsoever.

C. Obvious relief should now be granted.

D. The Committee be continued for further study of the question. (New Personnel advised)

Recommendations of Committee

The Committee recommends therefore that the following changes be effected:

First: Article Ten should be either abolished, or amended so as not to affect the Private Schools.

This Article reads as follows:

"Schools on the Southern list must be in the highest class of schools as officially listed by the proper authorities of the State."

This rule could easily be amended by the insertion of the word *Public* before schools, making two insertions. Your Committee, however, favors the abolishing of this Article since it erects ten or more different standards of judgment within the one Association.

In any event the implication should be clearly made that private schools are not to be subjected to State Control by a rule of this Association. Private schools should be free, to select their own teachers so long as they are graduates of approved colleges, to adopt their own text books, to arrange their own curricula.

Second: Standard C, Article 4 should be modified so as to allow for more freedom of organization.

This standard reads as follows:

"The maximum teaching load of any teacher should be 750 pupil-periods per week with not more than six daily recitations. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard in connection with laboratory work in science and in connection with study room supervision a double period may be counted as the equivalent of one classroom exercise for teachers of academic subjects provided that no combination of such work amounting to more than thirty-five periods a week is required of any teacher. The minimum length of a recitation period shall be forty minutes in the clear."

The Committee recommends that the 750 pupil-period per week be maintained as a constant but that the number of periods per day that the teacher be allowed to teach be increased to eight.

If the teacher have six classes a day, the total number of pupils taught per day must not exceed 125 I. E. $6 \times 125 = 750$,—the constant allowed. If the teacher have seven classes a day, the total number of pupils taught per day must not exceed 107, I. E. $7 \times 107 = 749$, nearly 750. If the teacher have eight classes a day the total number of pupils taught per day must not exceed 93, I. E. $8 \times 93 = 744$, nearly 750.

The Committee further recommends that in cases where the teacher has more than six classes per day, some of the classes be sections of the same subject so as to prevent an excessive preparation upon the part of the teacher. The teacher having six or more classes should not have more than four different lessons to prepare.

Third: The membership of this Commission be increased from four to five from each state. Instead of one secondary school man from each state there should be two: one a public school man, one a private school man.

This would broaden the Commission and make it more representative and more efficient. We do not believe that this would give the private schools undue influence. As a matter of fact the membership of the Commission would still be predominantly influenced by public school problems—as it should be.

Fourth: An Equity Committee be organized by the Commission in order to reach such schools that do not come under the present regulations. No school to be considered for equity, however, that falls short in scholarship of its faculty or in its successful preparation of students for college.

The Equity Committee should consist of five members as follows: The Chairman of this Commission and the Secretary of this Commission should be ex-officio members and officers of the Equity Committee. One member should be a professor of Secondary Education in a State University. Two members should be Secondary School men. In case the school seeking equity is a public school the two secondary school men should be public school men. In case the school seeking equity should be a private school the two secondary school men should be private school men. The majority of the Equity Committee would have power to place a school on the approval list of this commission.

After considerable discussion, Dr. J. S. Stewart made the following motion: "Resolved: That consideration of all items in the report on private schools, except the third, in reference to the addition of the fifth member to the committee from each state be postponed until next year." This motion was carried. Then Dr. Stewart moved the adoption of Article III in the Report. This motion was carried. It was the understanding of the Commission that no school should be dropped from the accredited list in the interim as the result of the operation or lack of operation of Article X.

11. *Dean's Report.* The ninth annual Dean's Report was presented to the Commission. It was a fuller report than has been prepared heretofore. It appears in another part of the Proceedings.

12. *Certification of Accredited Schools.* The Commission again instructed the secretary to prepare and send to each Principal of an accredited secondary school a certificate of accreditation for the year 1926-27. It was the feeling of the Commission that the certificate mailed out one year ago was worth while in the development of the work of the Commission and should be continued.

13. *Terminology.* By action of the Association in the general

session the name "Deans' Report" was changed to "Report of College Freshmen Grades."

14. *Problems Arising from Secretary's Correspondence.* The Secretary had gone through his correspondence for the year and had culled out some of the major problems which he presented to the Commission under the following twelve problems:

COMMISSION ON SECONDARY SCHOOLS

PROBLEMS ARISING FROM SECRETARY'S CORRESPONDENCE

1. Shall we ask the higher institutions to standardize 12 units instead of 16 for college entrance, said 12 units all to be taken in last three years of high school.

2. What is the standard for maps and charts?

3. Are Commercial schools accredited?

4. Why not set 100% requirement for degrees for all entering teachers in Southern Association Schools? This would gradually raise the standard without working a hardship on anyone.

5. Shall we continue to issue certificates to accredited schools?

6. How can we secure uniform practice on Standard X?

7. Shall we publish the codification of rules and regulations of the Commission, prepared by Dr. Lyon?

8. Shall we make all schools pay a \$5.00 accrediting fee?

9. How shall we put all schools on notice of III Page 29—Professional Training of Teachers?

10. Should we not set a standard for 25% of academic teachers without degrees?

11. Some schools have ruled a second unit of Bible credit can not be given until it has been outlined by the Commission. Is this correct?

12. How shall standard dealing with science be interpreted where there are 60 minute periods?

These problems were discussed seriatim and disposed of as indicated.

No. 1. After much discussion it was agreed that a committee of three should be appointed to confer with a like committee from the Commission on Higher Institutions concerning this matter, since it had to do with the work of both commissions. These committees were appointed and will report at the next annual meeting of the Association.

No. 2. This was referred to the Committee on Blanks.

No. 3. The following motion was passed: "That as soon as commercial schools should apply for accreditation by the Commission that this body should discuss the formation of standards."

No. 4. After long and heated discussion Number Four was passed up without any definite action being taken by the Commission.

No. 5. The Secretary was instructed to issue certificates to accredited schools the same as last year.

No. 6. A special committee was appointed to make a study of Standard X of the Commission and report back one year hence.

No. 7. Owing to limitations of the finances of the Association, publication of the Codification of Rules and Regulations of the Commission had to be deferred temporarily.

No. 8. The Commission voted that all schools should be required to pay an accreditation or membership fee of \$5.00, beginning with the session 1927-1928.

No. 9. Each state chairman was instructed to put principals of all the accredited secondary schools on notice by the 15th of February regarding the new standards of professional training of teachers.

No. 10. Number 10 was referred to a special committee appointed for the study of the matter. Report to be made later to the Commission.

No. 11. Action on Number 11 was held in abeyance until the work of the Special Committee on Bible Study had completed its undertaking.

No. 12. Number 12 was referred to the Committee on "Unit Course of Study."

15. *Report on Library Conditions in Southern Association High Schools.* A very thorough and inclusive report was made to the Commission by L. R. Wilson of the University of North Carolina. At the close of the address the Commission authorized the appointment of a committee on "Library Standards" to study this matter for the guidance of the Commission.

Due to lack of finances it is necessary to omit this report in the Proceedings. It is hoped, however, that it will be published by some other agency during the year and distributed to members of the Association.

16. *Proposed Amendment to the Constitution of the Association.* The Commission on Secondary Schools desires to put the Association on notice that one year from now it will propose the following amendment to the Standards of the Association:

Article 1, of the Standards of the Commission on Secondary Schools, reads as follows: "There shall be a Commission which shall consist of the High School Inspectors in such states as provide one, and in addition, three members selected from each state within the territory of the Association. One of these members shall be elected from the State University, the PROFESSOR OF SECONDARY EDUCATION wherever practicable; another member shall be a representative of some other college belonging to the Association; and a third member shall be connected with some Secondary School accredited by the Association. These three members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for three years or until their successors are appointed. The election shall be so ordered that one third of the membership shall be appointed each year."

The Commission on Secondary Schools, through its secretary, moves that Article 1, of the Standards on Secondary Schools shall be amended to read as follows:

"There shall be a commission which shall consist of the High School Inspector in such states as provide one, and in addition, four members selected from each State within the territory of the Association. One of these members shall be elected from the State University, the Professor of Secondary Education wherever practicable; another member shall be a representative of some other college belonging to the Association; and another member shall be connected with some Public Secondary School accredited by the Association; and the fourth member shall be connected with some Private Secondary School accredited by the Association. These four members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for four years or until their successors are appointed. The elections shall be so ordered that one-fourth of the membership shall be appointed each year."

17. *Program Committee of the Commission.* The Commission authorized a standing program committee to be composed of the following persons:

1. Chairman of the Commission
2. Vice-Chairman of the Commission
3. Secretary to the Commission

The work of the Commission was harmonious in every way. Throughout the two days session there was a splendid spirit manifested among the members. More and more the attitude of the Commission is getting to be that of deliberation, investigation and study. From the number of committees in this report it is evident that the Commission when confronted with a serious problem deliberately sets about studying the matter in order to get all facts in hand before arriving at a conclusion. This is perhaps the most wholesome phase of the work.

After extending a rising vote of thanks to the retiring chairman, W. L. Spencer, State Supervisor of High Schools of Alabama, the Commission stood adjourned.

The officers elected for the current year are:

Chairman, Dr. J. A. Lyon, Tulane University, New Orleans, Louisiana

Vice-Chairman, W. L. Spencer, State Supervisor of High Schools, Montgomery, Alabama

Secretary, Joseph Roemer, University of Florida, Gainesville, Florida

DIVISION III.

LISTS OF ACCREDITED SECONDARY SCHOOLS, 1926-1927

ALABAMA

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Albany	6-3-3	R. B. Johnson	8.5	227	1916
Andalusia	8-4	P. G. Myer	9	273	1914
Anniston					
High School	6-3-3	S. E. Alverson	10	213	1926
Alabama Military Institute	8-4	E. B. Fishburne	8	107	1922
Athens					
Rivers Academy	8-4	Carra Ruth Lee	4	41	1914
Attalla					
Etowah County Sigh School	6-3-3	W. V. Luckie	9	260	1924
Auburn					
Lee County High School	6-3-3	J. A. Parrish	7	136	1925
Bessemer					
High School	6-3-3	R. F. Wood	21	516	1917
Hueytown High School (R. 1)	6-3-3	H. F. Gilmore	10	269	1923
McAdory High School (R. 3)	6-3-3	Mrs. H. H. King	8	188	1921
Birmingham					
Compton Seminary	8-4	Hattie Morton	9	112	1923
Ensley High School	8-4	E. E. Smith	69	1629	1913
Phillips High School	8-4	C. J. Going	96	2821	1913
Shades-Cahaba High School (R. 8)	6-3-3	J. M. Ward	14	329	1923
Simpson School	8-4	J. M. Malone	10	217	1922
Woodlawn High School	8-4	N. B. Hendrix	47	1452	1923
Boaz					
Snead Seminary	6-3-3	William Fielder	14	369	1924

ALABAMA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Boyles	6—3—3	Wm. J. Baird	17	511	1917
Jefferson County High School					
Centerville	6—3—3	O. C. Bottoms	8	156	1921
Bibb County High School					
Cullman	6—3—3	H. A. Fowler	12	386	1921
Cullman County High School					
Decatur	6—3—3	W. W. Benson	8	192	1913
Dothan	6—3—3	Sellers Stough	13	227	1914
Ensley (Star Route)					
Minor High School	6—3—3	W. C. Petty	11	312	1923
Enterprise					
Coffee County High School	6—3—3	W. E. Snuggs	8	211	1926
Eufaula	6—3—3	Thos. G. Wilkinson	6	113	1913
Fairfield	6—2—4	F. M. Cook	11	210	1923
Florala					
Covington County High School	6—3—3	Patterson Hicks	6	160	1925
Florence					
Coffee High School	6—3—3	J. N. Howell	12	355	1920
Gadsden	7—4	J. D. Samuels	20	587	1913
Greenville					
Butler County High School	6—3—3	J. J. Farris, Jr.	8	238	1923
Guntersville					
Marshall County High School	6—3—3	Dexter L. Hovater	7	174	1922
Hartselle					
Morgan County High School	6—3—3	W. T. Tiller	8	175	1926
Huntsville	8—4	W. G. Hamm	12	244	1913
LaFayette	6—3—3	E. L. Stough	7	130	1926
Marion					

ALABAMA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Marion Military Institute	8—4	W. L. Murfee	6	47	1926
Mobile					
High School	7—4	K. J. Clark	67	1815	1912
Girls Preparatory School	6—6	Kathleen Yerger	7	160	1925
University Military School	6—6	Julius T. Wright	5	150	1900
Montevallo	6—3—3	O. P. South	9	126	1923
Montgomery					
Lanier High School	7—4	J. S. McCants	51	1217	1913
Montgomery County High School	6—3—3	D. L. Taylor	14	400	1923
Newton					
Newton Institute	8—4	C. J. Cheves	7	71	1923
Opelika					
Clift High School	7—4	Fred M. Nelson	10	203	1917
Opp	6—3—3	H. N. Lee	6	98	1925
Ozark					
Dale County High School	6—3—3	A. C. Anderson	11	321	1926
Pike Road	6—3—3	C. S. Keller	8	83	1921
Powderly					
Jones Valley High School	6—3—3	C. W. Phillips	11	265	1922
Ramer	6—3—3	A. H. Collins	11	229	1921
St. Bernard	8—4	Germain Taylor, O. S. B.	14	143	1922
Selma	6—3—3	M. W. Carothers	13	369	1913
Sheffield	6—3—3	L. E. Creel	11	251	1920
Spring Hill	8—4	Jos. B. Bassick, S. J.	14	183	1920
Sylacauga					
Secondary Agricultural School	8—4	W. F. Nichols	8	180	1926
Talladega	6—3—3	E. A. McBride	9	173	1914

ALABAMA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Thorsby					
Thorsby Institute	8-4	Miss Helen C. Jenkins	9	75	1923
Troy	6-3-3	L. D. Bynum	9	165	1920
Tuscaloosa	(6-3)-3	Clara L. Verner	17	338	1914
Tuscumbia					
Deshler High School	6-3-3	R. E. Thompson	10	265	1926
Uniontown	6-3-3	J. S. Branyon	5	65	1925
Totals	60	Average per school	876.5 14.6	21,113 352	

FLORIDA

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Arcadia	4	J. M. Crowell	13	248	1914
Desota County High School	4	B. L. Hanselman	5	85	1925
Auburndale	4	R. T. Fahey	7	87	1923
Avon Park	4				
Bartow	4	E. L. Beeson	10	237	1915
Summerlin Institute	4				
Blountstown	4	E. S. Walden	8	106	1924
Calhoun County High School	4				
Bradenton	4	O. J. Detrick	20	481	1914
Manatee County High School	4				
Brooksville	4	G. B. Simmons	8	150	1926
Hernando County High School	4	J. N. Overhultz	6	110	1925
Bushnell	4				
Chipley	4	J. F. Arnold	6	129	1924
Washington County High School	4				
Clearwater	3	E. W. McMullen	20	215	1914
Central Senior High School	4	C. B. Taylor	7	119	1925
Cocoa	4				
Coral Gables	4	A. L. Isaacs	12	203	1926
Ponce De Leon High School	4	J. F. Houck, Jr.	7	88	1926
Crescent City	4	C. H. Harshbarger	13	190	1924
Dania	4				
Daytona Beach	4	J. F. Eastham	12	199	1914
Daytona Beach High School	4	R. J. Longstreet	8	92	1920
Seabreeze High School	4				
DeFuniak Springs	4	H. A. Love	7	71	1924
Palmer College Academy	4	R. H. Adams	12	188	1918
DeLand	3				

FLORIDA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Delray	4	C. H. Lander	6	91	1922
Dunellon	4	W. G. Masterson	5	62	1922
Eau Gallie	4	D. G. Beck	7	32	1926
Eustis	3	W. L. Goette	8	81	1923
Ft. Lauderdale	4	U. J. Bennett	25	381	1918
Ft. Meade	4	A. L. Patterson	6	138	1917
Ft. Myers	3	H. L. Watkins	11	244	1914
Ft. Pierce	4	Emmett Taylor	17	242	1918
Gainesville	4	F. W. Buchholtz	13	309	1914
Green Cove Springs	4				
Florida Military Academy	4	L. G. Jones	6	27	1914
Groveland	4	H. D. Epting	7	94	1926
Haines City	4	E. A. Crowell	6	109	1926
Hastings	4	F. B. Lindsay	5	59	1926
High Springs	4	J. H. Keck	6	68	1925
Homestead	4	R. L. Coville	9	214	1921
Jacksonville	4				
Duval High School	3	R. B. Rutherford	58	1392	1919
Key West					
Monroe County High School	4	E. E. Mossman	9	225	1924
Kissimmee					
Oscola County High School	4	D. B. Shaver	11	205	1914
LaBelle	4	D. E. Timmons	6	78	1924
Lake City					
Columbia County High School	4	H. C. Johnson	8	175	1923
Lakeland	4	G. E. Everett	37	1029	1914
Lake Wales	4	H. N. Donoho	7	160	1924
Lake Worth	4	C. I. Hollingsworth	19	283	1922
Largo	4	W. E. Erwin	8	117	1915

FLORIDA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Leesburg	4	W. B. Treloar	10	172	1915
Live Oak					
Suwanee High School	4	P. L. Peaden	7	159	1914
Marianna	4	S. N. Reeves	4	95	1925
Melbourne	4	A. L. Broyles	6	153	1925
Miami					
Miami High School	3	W. R. Thomas	48	1082	1914
Dade County Agricultural High School	4	J. G. Fisher	15	350	1921
Milton					
Santa Rosa County High School	3	S. A. Draper	6	132	1924
Mount Dora	4	D. D. Roseborough	6	70	1925
Mulberry	4	J. M. Leps	6	116	1923
New Smyrna	3	R. L. Goulding	13	126	1917
Ocala	4	Mary Sheppard	12	255	1914
Ocoee	4	R. G. Pitman	6	78	1925
Okeechobee	4	R. M. Dorsey	8	112	1923
Orlando					
Orlando Senior High School	3	J. B. Walker	29	595	1920
Palatka					
Putnam High School	3	E. F. McLane	10	125	1916
Palmetto	4	Oscar Smith	12	203	1918
Panama City					
Bay County High School	4	L. L. Thompson	10	268	1923
Pensacola	4	J. H. Workman	21	773	1918
Perry					
Taylor County High School	4	C. M. Jones	9	132	1923
Plant City	4	W. H. Cassels	15	372	1914
Quincy					
Gadsden County High School	4	J. E. Brewton	7	170	1914

FLORIDA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Redland	4	L. A. Gray	7	74	1926
St. Augustine High School	4	Fritz Hatcher	12	244	1921
St. Joseph's Academy	4	Sister M. Alberta	5	78	1924
St. Cloud	4	H. F. Zetrouer	8	95	1924
St. Leo	4	Father Florian	10	70	1921
St. Leo Academy	3	W. W. Little	36	1106	1914
St. Petersburg	4	G. E. McKay	17	403	1924
Sanford	4				
Sarasota	4	J. C. Peel	19	358	1918
Sarasota County High School	4	S. Long	10	191	1923
Sebring	4	A. L. Boyer	9	124	1923
Stuart	4				
Tallahassee	4	J. S. Counselman	12	280	1914
Leon County High School	4				
Tampa	4	Jay Hanford	6	29	1926
English Classical School	3	F. H. Spaulding	55	1685	1914
Hillsboro Senior High School	4	J. H. McKervey	7	140	1924
Sacred Heart College	4	F. L. Northrop	8	140	1915
Tarpon Springs	4	L. L. Blackburn	6	104	1925
Titusville	4	W. O. Smith	7	91	1923
Umatilla	4	A. J. Hutchins	6	126	1924
Vero Beach	4	S. W. McInnis	12	266	1914
Wauchula	4				
West Palm Beach	4	Ruby B. Lorange	38	649	1914
High School	4	Walter Roberts	11	305	1921
Winter Haven	4	S. W. Cason	8	118	1923
Winter Park	4				
Totals	85	Average per school	1050	20727	
			12	238	

GEORGIA

N. NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Albany High School	4	J. O. Allen	20	482	1915
Americus High School	4	C. M. Hale	9	238	1917
Ashburn High School	4	Geo. S. Roach	5	124	1918
Athens					
High School	4	E. B. Mell	32	571	1913
Academy of Lucy Cobb	4	W. T. Hollingsworth	8	42	1922
Atlanta					
Boys' High School	3	H. O. Smith	17	480	1913
Commercial High School	3	W. C. Lowe	30	692	1922
Fulton County High School	4	W. F. Dykes	28	816	1918
Girls High School	3	Jessie Muse	30	654	1914
North Ave. Presbyterian School	4	Thyrza S. Askew	10	156	1921
Tech High School	3	W. O. Cheney	36	625	1917
University School	4	R. K. White	7	102	1913
Augusta					
Academy of Richmond County	4	Geo. P. Butler	27	581	1911
Tubman High School	4	T. H. Garrett	31	756	1911
Bainbridge High School	4	E. G. Elcan	9	198	1917
Barnesville					
Gordon Institute	4	L. D. Watson, Jr.	7	143	1913
Blackshear High School	4	E. D. Whisonant	7	165	1921
Blythe High School	4	Roy K. Hood	5	63	1924
Brunswick					
Glynn County Academy	4	R. D. Eadie	11	323	1914
Cairo High School	4	John H. Morrison	8	150	1924
Calhoun High School	4	M. C. Allen	5	146	1923
Canton High School	4	J. P. Cash	8	171	1924
Carrollton High School	4	Knox Walker	9	191	1926

GEORGIA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Cartersville High School	4	H. B. Robertson	8	179	1915
Cedartown High School	4	J. E. Purks	8	275	1913
Cochran High School	4	T. M. Purcell	6	102	1924
College Park					
Georgia Military Academy	4	J. C. Woodward	15	259	1911
Columbus High School	4	T. C. Kendrick	24	722	1913
Commerce High School	4	Chas. W. O'Rear	7	120	1918
Conyers High School	4	L. E. Roberts	5	81	1921
Cordele High School	4	D. H. Standard	8	226	1918
Covington High School	4	A. W. Baldwin	6	138	1917
Cuthbert High School	4	A. J. Hargrove	5	101	1924
Dalton High School	4	M. O. McCord	12	268	1917
Dawson High School	4	J. C. Dixon	6	122	1921
Decatur High School	3	Lamar Ferguson	13	251	1921
Dublin High School	4	H. B. Carreker	16	362	1913
Elberton High School	4	B. M. Grier	11	230	1913
Fitzgerald High School	4	G. E. Usher	9	273	1914
Ft. Valley High School	4	J. F. Lambert	7	182	1914
Gainesville					
High School	4	W. P. Martin	12	352	1921
Riverside Academy	4	W. D. Mooney	18	349	1920
Graymont-Summit					
Emanuel County Inst.	4	W. E. Monts.	7	122	1924
Greensboro High School	4	C. C. Wills	5	112	1914
Griffin High School	4	L. M. Lester	10	368	1914
Hartwell High School	4	J. I. Allman	8	220	1922
Hawkinsville High School	4	T. A. Clower	6	131	1921
Jackson High School	4	R. I. Knox	5	125	1926

GEORGIA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
LaGrange High School	4	H. S. Burdette	16	366	1916
Lavonia High School	4	Mabel Woodward	6	121	1924
Locust Grove Inst.	4	Claude Gray	7	98	1913
Macon					
Lanier High School for Girls	4	Margaret McEvoy	23	618	1916
Lanier High School for Boys	4	Paul R. Anderson	21	483	1924
Madison High School	4	J. H. Purks	5	84	1914
Manchester High School	4	H. R. McLarty	6	148	1926
Marietta High School	4	J. L. Fleming	14	330	1923
Metter High School	4	W. T. Knox	5	124	1921
Milledgeville					
Georgia Military College	4	E. T. Holmes	10	228	1914
Monroe High School	4	C. W. Reid	8	123	1924
Moultrie High School	4	J. L. Yaden	17	357	1916
Mount Berry					
The Berry Schools	4	G. Leland Green	30	422	1922
Mount Vernon					
Brewton-Parker Inst.	4	A. M. Gates	8	141	1920
Newnan High School	4	B. F. Pickett	12	315	1913
Norman Institute	4	L. H. Browning	7	117	1920
Oxford					
Emory University Academy	4	A. W. Rees	9	167	1920
Quitman High School	4	H. D. Knowles	8	162	1914
Rome					
High School	4	B. F. Quigg	15	483	1913
Darlington Academy	4	C. R. Wilcox	9	137	1913
Savannah					
Senior High School	3	M. M. Phillips	32	894	1918

GEORGIA—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Benedictine School	4	Raphael Arthur	10	165	1914
Pape School	4	Nina Pape	9	42	1923
Thomasville High School	4	B. B. Broughton	10	267	1914
Thomaston					
R. E. Lee Inst.	4	Mark A. Smith	7	144	1924
Tifton High School	4	J. C. Simmons	13	219	1919
Toccoa High School	4	R. H. Moss	8	167	1919
Valdosta High School	4	J. P. Mott	12	359	1913
Washington High School	4	W. D. Sanford	8	165	1924
Waycross High School	3	W. D. Miller	11	242	1924
Waynesboro High School	4	T. J. Lance	7	121	1919
West Point High School	4	W. P. Thomas	5	94	1921
Winder High School	4	W. W. Stancil	8	198	1917
Total	82	Average per school	981 12	21783 265	

KENTUCKY

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Anchorage	4	M. J. Clarke	10	191	1923
Ashland	6-3-3	J. D. Falls	30	501	1914
Beaver Dam	4	Warren Peyton	4	119	1925
Bellevue	4	Virgil Scott	7	180	1914
Berea Academy	3	C. N. Shutt	20	422	1924
Bowling Green					
Bowling Green High School	4	Nina McGinnis	11	326	1923
Ogden College	4	R. A. Burton	9	64	1926
Buckhorn					
Witherspoon College	4	Asbury Johnstone	7	120	1926
Carlisle	4	E. E. Pfanstiel	6	136	1924
Carrollton	4	B. P. Boyd	6	130	1918
Catlettsburg	4	J. T. Miracle	8	160	1921
Central City	4	Tim Meinschien	9	529	1926
Columbia	4	L. H. Lutes	5	132	1926
Corbin	4	G. W. Campbell	7	222	1925
Covington:					
Holmes High School	4	Glenn Swing	33	824	1913
Notre Dame Academy	4	Sister Ignace	7	60	1924
St. Walberg	4	Sister Clotilde	4	40	1925
Villa Madonna	4	Sister Vincentia	5	50	1925
Cynthiana	4	John W. Brooker	8	221	1922
Danville	4	Maurice Seay	10	253	1921
Dayton	6-6	E. M. Lamb	14	339	1921
Elizabethtown	4	John C. Pirtle	5	150	1918
Fort Thomas:					
Highland High School	6	Anna B. Regenstein	16	352	1917
Frankfort	4	Gladstone Kofman	12	260	1913

KENTUCKY (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Franklin	6	W. L. Matthews	9	251	1925
Fulton	4	Harvey Alexander	11	237	1922
Georgetown	4	J. W. Lancaster	9	154	1914
Glasgow	4	R. A. Palamore	7	207	1925
Greenville	4	V. M. Moseley	8	191	1925
Harlan	4	Paul Meek	13	252	1926
Hazard	4	J. Foley Snyder	8	156	1925
Hickman	4	J. M. Calvin	6	121	1921
Hopkinsville	4	Arkley Wright	15	376	1913
Horse Cave	4	V. L. Christian	5	83	1923
LaCenter—Ballard County High	4	J. S. Irvine	5	105	1926
Lancaster	4	R. D. Judd	6	136	1924
Lebanon	4	J. R. Sterrett	5	130	1925
Leitchfield	4	F. A. Rudd	5	106	1925
Lexington					
Hamilton College	4	Hilda Threlkeld	7	68	1925
Sayre College	4	J. C. Hanley	5	42	1924
Picadome	4	Margaret McCubbing	9	141	1926
Senior High School	3	Charles Skinner	29	602	1921
St. Catherine's Academy	4	Sister Columba	5	60	1926
University High School	4	M. E. Ligon	5	96	1921
Livermore	4	L. B. Burge	6	112	1926
London—Sue Bennett Memorial	4	K. C. East	13	132	1922
Louisa	4	William Vaughan	9	232	1926
Louisville					
Sacred Heart Academy	4	Sister Angela	4	80	1926
J. M. Atherton School for Girls	4	Emma Woerner	47	1007	1924

KENTUCKY (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Dupont Manual Training School	4	E. P. Chapin	44	962	1921
Girls High School	4	S. B. Tinsley	61	1433	1913
Male High School	4	J. B. Carpenter	54	1300	1913
Lorretta Academy	4	Sister M. Faber	4	66	1926
Kentucky Home School for Girls	4	Annie Anderson	7	64	1922
Presentation Academy	4	Sister A. Teresa	7	144	1925
Ludlow	4	L. F. Gilligan	17	104	1926
Lyndon					
Kentucky Military Institute	4	C. B. Richmond	10	175	1925
Madisonville	4	C. I. Henry	11	300	1919
Mayfield	4	Kenneth Patterson	11	297	1916
Mayslick	4	Gordie Young	4	59	1922
Maysville	4	E. P. Browning	10	184	1921
Middlesboro	4	M. M. Moss	12	268	1922
Millersburg					
Bourbon County High	4	O. L. Mullikin	5	97	1923
Millersburg Military Institute	4	W. R. Nelson	6	61	1925
Morganfield	4	T. O. Hall	6	187	1920
Mount Sterling	4	H. A. Babb	6	96	1915
Murray	4	H. B. Batchelor	7	209	1924
Nazareth					
Nazareth Academy	4	Sister Ignatius	6	81	1920
Newport	4	P. L. Hamlett	18	426	1913
Nicholasville	4	L. G. Wesley	5	168	1926
Owensboro	4	J. O. Lewis	25	520	1913
Paducah					
Augusta Tilghman High	4	Walter Jetton	21	555	1913
McCracken County High School	4	F. L. Hooks	5	102	1922

KENTUCKY (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Paris	4	F. A. Scott	19	261	1915
Pippapass					
Knott County High	4	J. R. Cooper	8	78	1926
Pikeville					
Pikeville Academy	4	F. D. McClelland	15	134	1925
Pikeville High School	4	T. W. Oliver	9	222	1925
Pineville	4	W. M. Wilson	9	180	1925
Providence	4	Gordon Pennybaker	7	184	1926
Princeton					
Butler High	4	Everett Howton	10	246	1923
Richmond					
Madison High	4	W. F. O'Donnell	8	238	1925
Russell	4	B. F. Kidwell	7	128	1925
Russellville	4	C. T. Canon	4	126	1926
Scottsville	4	M. D. Bryant	8	227	1926
Shelbyville					
Shelbyville High	4	H. B. Henderson	13	286	1919
Science Hill School for Girls	4	Mrs. J. Poynter	5	80	1924
Somerset	4	R. E. Hill	15	322	1921
Springfield					
St. Catherine's Academy	4	Sister M. Barnard	8	44	1925
Stanford	4	O. F. Galloway	6	131	1925
Sturgis	4	Fred Shultz	6	200	1913
St. Vincent					
St. Vincent Academy	4	Sister Bertrand	4	62	1924
St. Joseph					
St. Joseph Academy	4	Sister Eugenia	5	61	1926

KENTUCKY—(Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Versailles					
Margaret Hall	4	Sara Gaither	5	50	1926
Massie School for Boys	4	R. K. Massie, Jr.	7	61	1925
Versailles High School	5	Paul L. Garrett	7	157	1926
Wilmore					
Bethel Academy	4	George Burkholder	10	150	1925
Winchester	4	W. R. Champian	14	196	1924
Total	97		988	22265	
Average per School			10	229	

LOUISIANA

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Alexandria					
Bolton High School	4	S. M. Brame	42	879	1915
Amite	4	R. W. Russell	8	163	1920
Arcadia	4	D. G. Armstrong	6	160	1924
Bastrop	4	J. A. Garrett	7	180	1923
Baton Rouge					
High School	4	Reine Alexander	22	580	1917
University Demonstration High School	4	J. R. Shoptaugh	8	68	1915
Bogalusa	4	M. O. Rudolph	18	408	1917
Boyce	4	B. Tubre	6	165	1920
Breaux Bridge					
Cecelia	4	A. J. Cormier	4	65	1924
Covington	4	Eleanor Rayne	10	209	1925
Crowley	4	J. W. Mobley	12	238	1921
Delhi	4	J. P. Wagner	5	87	1919
Denham Springs	4	Wm. Freshwater	4	111	1924
DeQuincy	4	H. M. Wells	6	141	1920
DeRidder	4	H. A. Buie	15	337	1921
Donaldsonville	4	B. C. Alwes	5	114	1922
Edgard	4	Chas. Broussard	3	78	1922
Franklin	4	E. M. West	10	186	1921
Gilbert	4	S. N. Chennault	5	83	1924
Glenmora	4	R. E. Galloway	7	166	1922
Gretna					
McDonough Jefferson High School	4	Helen Cox	9	226	1922
Hammond	4	L. A. Sims	9	258	1920
Haynesville	4	Joe Farrar	29	310	1925
Homer	4	P. C. Rogers, Jr.	10	207	1921

LOUISIANA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Houma	4	E. L. Talbot	9	272	1914
Terbonne High School	4	T. B. Pugh, Jr.	5	119	1921
Independence	4	A. B. Simpson	9	191	1918
Jennings	4	J. A. Arnett	6	153	1923
Kentwood	4	G. H. Middleton	4	83	1924
Lake Arthur	4	J. O. Carson	25	510	1921
Lake Charles					
Lake Providence					
East Carroll High School	4	Ashley Warlick	5	77	1921
Lecompte	4	A. T. Browne	6	135	1922
Leesville	4	A. H. Nanney	8	202	1925
Lisbon	4	M. J. Haynes	5	89	1925
Mansfield	4	I. C. Strickland	6	207	1925
Marksville	4	J. B. Aycock	4	134	1925
Merryville	4	Chas. Gott	6	108	1920
Minden	4	J. E. Harper	16	306	1921
Monroe					
City High School	4	E. L. Neville	10	175	1918
Ouachita Parish High School	4	Jack Hayes	17	620	1914
Morgan City	4	H. L. Killen	7	211	1921
Napoleonville	4	W. P. Blanchard	6	120	1922
New Iberia	4	C. M. Bahon	11	285	1920
New Orleans					
Holy Cross Academy	4	Bro. Engelbert	6	127	1925
Isidore Newman Manual Training	4	C. C. Henson	16	228	1913
John McDonough High School	4	E. Suydam	26	938	1922
McGehee High School	4	L. McGehee	9	106	1921
Miller's Private High School	4	Diana Pitts	6	66	1923

LOUISIANA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
New Orleans Academy	4	R. McG. Perrin	4	70	1923
Sophie B. Wright	4	Mrs. Alice Lusher	37	952	1922
Warren Easton	4	F. W. Gregory	45	1220	1917
New Roads					
Poydras	4	E. B. Jewell	3	78	1924
Oakdale	4	E. H. Lenox	8	214	1925
Opelousas	4	P. D. Pavy	10	247	1917
Patterson	4	T. P. Bank	4	89	1922
Pelican	4	Spencer Phillips	5	71	1925
Plaquemine	4	S. L. Crownover	5	150	1922
Ponchatoula	4	C. C. Pittman	7	172	1922
Rayne	4	W. Sonnier	6	115	1920
Rayville	4	T. C. Wiggins	5	123	1924
Reserve					
Leon Godchaux	4	A. M. Scallan	7	166	1924
Rosedale					
Shady Grove	4	W. L. Rather	4	76	1922
Shreveport					
City High School	4	Grover C. Koffman	62	1840	1914
St. John's High School	4	Rev. Andre Monsabert	7	88	1925
Slidell	4	F. C. Ratliff	5	141	1923
Spring Hill	4	J. L. Liggins	6	110	1922
St. Martinville	4	W. B. Nash	4	102	1925
Sulphur	4	I. D. Bayne	4	149	1924
Tallulah	4	P. W. Byrd	4	113	1924
Vinton	4	H. A. Norton	4	131	1922
Vivian	4	C. L. Mackey	10	250	1922
Welsh	4	B. F. Mitchell	7	134	1920

LOUISIANA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
White Castle	4	L. S. Riehm	4	94	1922
Baker	4	V. E. Eskridge	4	80	1926
Baskin	4	M. B. Smith	4	84	1926
Bunkie	4	C. G. Snoddy	5	154	1926
Elizabeth	4	K. C. Smith	4	72	1926
Istrouma Heights	4	H. P. Overton	8	147	1926
Jenerette	4	W. L. Colvin	8	130	1926
Kinder	4	S. P. Arnett	5	93	1926
Lafayette	4	H. C. LaCour	10	274	1926
Minden	4	V. M. Robert	4	52	1926
Harris High School	4	E. J. Brown	10	245	1926
Natchitoches	4	Father Jos. Dorn	25	507	1926
New Orleans	4	B. S. Hamner	4	38	1926
Jesuit High School	4	L. D. Ferguson	5	133	1926
Oak Ridge	4				
Oil City	4				
Shreveport	4				
Centenary Academy	4	N. M. Givvins	6	46	1926
Summerfield	4	A. A. Smith	6	103	1926
Winnboro	4	M. H. Bardwell	6	114	1926
Total	89		869	20038	
Average per School			10	225	

MISSISSIPPI

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Aberdeen	4	C. E. Saunders	8	132	1922
Amory	4	J. F. Evans	11	170	1922
Belzoni	4	B. P. Brooks	7	86	1922
Biloxi	4	A. L. May	16	295	1922
Brookhaven	4	E. S. Bowlus	10	218	1923
Canton	4	Jas. M. Smyth	10	134	1918
Charleston	4	C. I. Bagwell	7	105	1920
Charleston	4	J. R. Fewell	8	75	1924
Tallahatchie County A. H. S.	4	H. B. Heidelberg	12	207	1914
Clarksdale	4	J. C. Windham	8	110	1922
Cleveland	4				
Columbus	4				
Stephen D. Lee	4	H. H. Ellis	20	316	1919
Corinth	4	C. L. Crawley	9	210	1919
Durant	4	G. R. Bennett	6	72	1924
Flora	4	W. R. Sumrall	5	60	1924
Greenville	4	E. E. Bass	13	224	1902
Greenwood	4	W. C. Williams	14	292	1902
Grenada	4	John Rundle	7	150	
Gulport	4				
Gulf Coast Military Academy	4	W. T. Lowrey	12	232	1918
Gulfpark College	4	Richard Cox	19	94	1922
Gulport	4	B. Frank Brown	19	318	1913
Hattiesburg	4	W. I. Thames	19	406	1920
Indianola	4	W. W. Lockard	6	72	1924
Jackson	4				
Central High	4	E. L. Bailey	20	552	1913
Kosciusko	4	H. V. Cooper	8	147	1923

MISSISSIPPI (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Laurel	4	R. H. Watkins	17	349	1913
Leland	4	J. G. Chastain	7	123	
Lexington	4	W. B. Kenna	6	106	1922
McComb City	4	D. L. Blackwelder	20	372	1914
Meridian	4	H. M. Ivy	25	512	1915
Merigold	4	F. W. Young	6	60	1924
Natchez	4	W. H. Braden	12	182	1914
New Albany	4	B. L. Coulter	11	162	1907
Picayune	4	T. K. Boggan	8	140	1925
Poplarville					
Pearl River County A. H. S.	4	S. L. Stringer	10	113	1914
Port Gibson	4				
Chamberlain-Hunt Academy	4	J. W. Kennedy	4	66	1911
Raymond					
Hinds County A. H. S.	4	R. E. L. Sutherland	12	138	1917
Rolling Fork	4	J. A. Ellard	5	47	1923
Rosedale	4	J. H. Nutt	8	48	1924
Ruleville	4	D. R. Patterson	5	59	1926
Sardis	4	B. W. Gowdy	6	72	1923
Shaw	4	Frank Hough	4	52	1923
Tupelo	4	C. F. Capps	12	234	1918
Vicksburg					
All Saints'	4	Mary Leslie Newton	7	63	1922
Vicksburg	4	J. P. Carr	13	236	1926
West Point	4	B. T. Schumpert	11	184	1920
Yazoo City	4	R. L. Bedwell	8	164	1917
Total	46		491	8159	
Average per School			10	177	

NORTH CAROLINA

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Aberdeen	4	A. S. Ballard	5	83	1925
Albermarle	4	J. P. Sifford	9	258	1926
Asheville					
Academy of St. Genevieve	4	Mother Mabel Monk	7	60	1913
Asheville High School	4	Lee H. Edwards	46	784	1913
Asheville School	4	W. H. Jones	14	92	1913
Asheville Normal	4	Olivia C. Gillespie	7	91	1917
Badin	4	E. R. Spruill	6	107	1926
Boiling Springs	4	J. D. Huggins	9	172	1925
Burlington	4	W. D. Halfacre	14	361	1919
Canton	4	R. J. Reveley,	10	271	1920
Caroleen (Henrietta-Caroleen)	4	J. B. Jones	7	108	1925
Chapel Hill	4	L. R. Sides	10	168	1916
Charlotte (Central)	5	E. H. Garringer	34	808	1913
Concord	4	A. H. Jarratt	15	379	1924
Dunn	4	J. Shepard Bryan	9	210	1926
Durham					
Durham High School	5	W. F. Warren	35	836	1902
West Durham High School	4	S. G. Lindsay	9	161	1920
Edenton	4	John A. Holmes	7	161	1917
Elizabeth City	4	A. B. Combs	14	332	1913
Elm City	4	P. T. Fugate	5	151	1926
Farmville	4	G. R. Wheeler	7	123	1922
Fayetteville	4	J. R. MacNeel	18	393	1921
Forest City (Cool Springs)	4	C. A. Erwin	12	271	1924
Gastonia	4	J. Eris Cassell	26	651	1920
Goldsboro	4	W. A. Mahler	14	376	1922
Greensboro	4	C. W. Phillips	46	812	1917

NORTH CAROLINA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Greenville	4	J. A. Keach	16	423	1917
Hamlet	4	H. M. Kiser	9	246	1925
Henderson	4	E. M. Rollins	9	221	1925
Hendersonville					
Blue Ridge School	5	J. R. Sandifer	6	55	1916
Fassifern School	5	J. R. Sevier	10	66	1926
Hendersonville High	5	H. C. Mardis	22	505	1917
Hickory	4	R. W. Carver	17	411	1921
High Point	4	L. R. Johnston	31	905	1920
Kinston (Grainger)	4	K. R. Curtis	19	406	1917
Laurinburg	4	S. W. Rabb	7	180	1916
Lenoir	4	C. S. Warren	9	244	1920
Lexington	4	T. D. Stokes	12	316	1924
Lumberton	4	W. S. Whitaker	10	248	1925
Marshall	4	D. W. Kanoy	5	143	1926
Mars Hill College (H. S.)	4	R. M. Lee	7	131	1916
Monroe	4	G. W. Bradshaw	10	301	1922
Morganton	4	D. W. Maddox	12	305	1922
Mount Airy	4	Margaret Sparger	13	320	1926
North Wilkesboro	4	Horace Siske	6	149	1922
Oak Ridge Institute	4	T. E. Whitaker	10	193	1899
Oxford					
Oxford High School	4	C. G. Credle	8	228	1922
Oxford Orphanage	4	Dennis H. Cooke	9	85	1925
Raeftord	4	J. M. Stackhouse	6	140	1925
Raleigh					
Raleigh High School	4	C. E. Wessinger	23	542	1913
Saint Mary's School	5	W. W. Way	12	68	1923

NORTH CAROLINA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
State School for the Blind	4	H. C. Griffin	12	20	1925
Reidsville	4	J. H. Fleming	19	160	1920
Rich Square	4	A. W. Oakes, Jr.	9	113	1925
Roanoke Rapids	5	C. W. Davis	16	360	1920
Rockingham	4	Kate Finley	14	357	1920
Rocky Mount	4	Z. L. Foy	19	488	1921
Rutherford College (H. S.)	4	W. F. Starnes	10	76	1923
Rutherford-Spindale	4	B. L. Smith	11	289	1925
Salem	4	Mr. and Mrs. W. J. Jones	8	88	1923
Pineland School	4	G. B. Phillips	31	770	1922
Salisbury (Boydton)	4	N. G. Woodlief	7	145	1925
Selma	4	F. M. Tucker	7	186	1923
Scotland Neck	4	A. C. Lovelace	18	403	1920
Shelby	4	N. C. Shuford	7	171	1918
Smithfield	4	W. F. Allen	5	81	1925
Southern Pines	4	W. F. Shealy	8	216	1922
Spencer	4	R. M. Gray	16	446	1921
Statesville	4	W. C. Ramsey	8	158	1918
Tarboro	4	P. C. Newton	9	216	1925
Thomasville	4	J. Y. Kerr	6	122	1926
Warrenton	4	E. S. Johnson	11	294	1922
Washington	4	W. O. Hampton	48	1285	1914
Wilmington (New Hanover)	5	Ray Armstrong	20	365	1916
Wilson	4				
Winston-Salem	4	Eleanor C. Chase	8	93	1915
Salem Academy	4	J. Watson Moore	72	1507	1916
Winston-Salem High School (R. J. Reynolds)	4				
Total	76		1092	23459	
Average per School			14	308	

SOUTH CAROLINA

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Abbeville	4	J. D. Robison	9	193	1921
Anderson (Boys)	4	E. C. McCants	12	276	1925
Bamberg					
Carlisle	4	M. G. Gault	7	92	1924
High School	4	E. P. Allen	5	105	1913
Beaufort	4	L. K. Hagood	8	161	1921
Bennettsville	4	J. G. Kelly	8	166	1914
Camden	4	J. G. Richards, Jr.	11	246	1923
Charleston					
Ashley Hall	4	Mary V. McBee	12	93	1916
Boys' High School	4	R. V. Royall	20	470	1913
Porter Military Academy	4	I. B. Brown	10	145	1913
Cheraw	4	J. K. McCown	5	115	1923
Chester	4	M. E. Brockman	14	323	1916
Clinton					
Clinton High School	4	J. H. Witherspoon	15	233	1925
Thornwell	4	L. Ross Lynn	6	103	1926
Columbia	4	A. C. Flora	49	1205	1918
Conway	4	C. B. Seaborn	7	197	1924
Darlington	4	J. C. Daniel	10	221	1913
Denmark	4	A. J. Richards	6	103	1923
Easley	4	W. M. Scott	11	259	1925
Edgefield	4	D. R. Riser	7	116	1925
Florence	4	J. W. Moore	21	496	1913
Gaffney	4	W. C. Taylor	19	429	1926
Georgetown	4	Wm. C. Bynum	7	155	1925
Greenville	4	J. L. Mann	42	789	1921

SOUTH CAROLINA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Greenwood					
Bailey Military Institute	4	J. D. Fulp	10	152	1921
High School	4	W. E. Black	18	455	1914
Greer	4	Edmund Wroe	14	306	1925
Hartsville	4	J. H. Thornwell	12	270	1923
Honea Path	4	L. L. Wright	11	244	1925
Kershaw	4	M. G. Patton	9	129	1926
Lake City	4	G. T. Hagan	8	204	1924
Lancaster	4	E. M. McCown	10	265	1924
Latta	4	B. F. Carmichael	8	133	1924
Laurens	4	H. W. Gasque	15	295	1925
Marion	4	T. C. Easterling	10	193	1924
Mullins	4	R. E. Harley	10	219	1925
Newberry	4	O. B. Cannon	12	258	1924
Orangeburg	4	A. J. Thackston	22	451	1915
Rock Hill					
High School	4	R. C. Burts	24	473	1921
Winthrop Training School	4	J. H. Hoover	8	132	1923
Spartanburg	4	Frank Evans	46	983	1919
St. Matthews	4	G. W. Wannamaker	7	148	1924
Summerville	4	J. H. Spann	6	142	1913
Sumter					
Boys' High School	4	S. H. Edmunds	12	187	1913
Girls' High School	4	S. H. Edmunds	12	234	1913
Union	4	T. C. Jolly, Jr.	12	272	1925
Walterboro	4	W. H. Ward	12	257	1925
Winnsboro	4	G. F. Patton	10	94	1926
York	4	E. A. Montgomery	10	244	1925
Total	49		649	13431	
Average per School			13	275	

TENNESSEE

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Athens					
Tennessee Wesleyan, College Prep.	4	James L. Robb	11	106	1918
Bartlett					
Nicholas Blackwell	4	Jno. H. George	7	155	1925
Baxter					
Baxter Seminary	4	Harry L. Upperman	6	83	1925
Benton					
Polk County High School	4	J. L. Brewer	10	203	1914
Bolivar					
Central High School	4	M. W. Robinson	5	138	1925
Buntyn					
Messick, Elizabeth, High School	4	Ernest C. Ball	16	306	1923
Carthage					
Smith County High	4	C. M. Hardison	6	176	1923
Chattanooga					
Baylor, The School	4	Alexander Guerry	12	192	1919
Central High School	4	S. E. Nelson	51	1339	1918
High School	4	W. T. Robinson	26	634	1915
Girls' Prep. School	4	Tommie P. Duffey	12	109	1913
McCallie, The School	4	S. J. McCallie	18	300	1909
Clarksville High School	4	C. H. Moore	20	540	1920
Cleveland					
Bradley County High	4	Roy R. Anderson	10	320	1920
Centenary High School	4	Catherine S. Wheelock	8	35	1920
Collierville High School	4	Hal Anderson	6	101	1925
Columbia					
Central High School	4	R. L. Harris	15	372	1917
Institute	4	Mrs. Margaret Cruikshank	11	45	1925

TENNESSEE (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Military Academy	4	R. V. Erwin	12	179	1911
Covington					
Byars-Hall High School	4	Robt. G. Sanford	8	224	1914
Dyersburg High School	4	C. M. Walker	10	202	1920
Fountain City					
Knox County High School	4	Hassie K. Gresham	19	530	1918
Franklin					
Battle Ground Academy	4	Geo. I. Briggs	5	107	1925
Goodlettsville High School	4	Chas. F. Alden	8	113	1923
Harriman High School	4	J. H. Jarvis	7	140	1926
Hartsville					
Trousdale County High School	4	D. Henry Piper	5	94	1923
Jasper					
Marion County High School	4	J. J. Huggins	6	150	1919
Johnson City					
Science Hill High School	4	Lucy L. Hatcher	22	520	1917
Kingsport High School	4	Chas. K. Koffman	211	211	1922
Knoxville High School	4	W. E. Evans	54	1645	1914
LaFollette High School	4	Pat W. Kerr	9	210	1926
Lebanon					
Castle Heights Military Academy	4	Jno. M. Ward	8	91	1905
Cumberland University Prep. School	4	Mrs. V. P. Wooten	6	60	1918
Lenoir City High School	4	Curtis Gentry	9	205	1925
Madisonville					
Hiwassee College Prep. School	4	J. M. Reedy	6	82	1926
Maryville High School	4	Wm. H. Tarwater	10	252	1922
Memphis					
Central High School	4	Chas. P. Jester	55	1484	1919

TENNESSEE (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
University School	4	C. C. Wright	6	110	1926
Saint Agnes High School	4	Sister Margaret	6	87	1925
South Side High School	4	H. H. Gnuse	28	636	1926
Miss Hutchison's School	4	Mary G. Hutchison	10	75	1926
Millington High School	4	A. H. Grantham	12	161	1918
Morristown High School	4	F. L. Henderson	16	300	1921
Mount Pleasant					
Hay-Long High School	4	Dudley S. Tanner	8	149	1925
Murfreesboro					
Central High	4	J. C. Mitchell	13	405	1919
Nashville					
Central High	4	G. C. Carney	29	772	1922
David Lipscomb Col. Prep	4	H. Leo Boles	8	119	1926
Duncan Col. Prep.	4	Marvin T. Duncan	5	103	1920
Hume-Fogg High School	4	C. T. Kirkpatrick	57	1221	1909
Montgomery Bell Academy	4	Isaac Ball	5	109	1899
Peabody Demonstration School	4	W. H. Yarbrough	11	238	1919
Saint Cecelia	4	Sister Dorothea	5	73	1925
Wallace University School	4	C. B. Wallace	5	88	1897
Ward-Belmont	4	J. D. Blanton	16	228	1913
Oneida High School	4	W. J. Smith	5	97	1925
Paris					
Grove, E. W., High School	4	C. B. Mathews	11	335	1915
Pleasant Hill Academy	4	E. H. Elam	10	79	1925
Pulaski					
Martin College Prep.	4	Geo. A. Morgan	6	46	1915
Ripley High School	4	T. O. Griffiths	7	171	1923
Rockwood High School	4	T. R. Eutsler	9	156	1926

TENNESSEE (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Sevierville					
Murphy Collegiate Institute	4	J. O. Creswell	8	136	1924
Sewanee Military Academy	4	D. G. Cravens	7	102	1913
Smithville					
Pure Fountain High School	4	Z. P. Beachboard	5	88	1924
Smyrna High School	4	Jno. W. Boulton	5	77	1925
Springfield High School	4	W. M. Overcash	9	174	1926
Spring Hill					
Branham & Hughes Military Academy	4	Wm. O. Batts	6	147	1897
Sweetwater					
Tennessee Military Institute	4	C. R. Endsley	8	140	1918
Union City High School	4	C. K. Wilkerson	11	160	1922
Whitehaven High School	4	Sarah Fletcher	9	130	1923
Total	69		865	18564	
Average per School			12	269	

Lenoir
LIBRARY
Plymouth College

TEXAS

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Abilene	4	R. D. Green	37	1116	1914
Amarillo	4	W. A. McIntosh	31	998	1914
Austin					
High School	4	A. N. McCallum	76	2209	1913
St. Edwards	4	W. P. Galligan	13	77	1924
Beaumont					
High School	4	E. C. McDonald	32	831	1913
South Park	4	Z. A. Williams	16	396	1916
Belton					
High School	4	Paul D. Baker	12	311	1915
Baylor College	4	Jennie M. Hardy	16	240	1921
Big Spring	4	T. F. Huggins	10	267	1916
Bonham	4	L. H. Rather	14	308	1913
Brady	4	C. A. Peterson	9	195	1916
Breckenridge	4	J. F. Bailey	17	408	1925
Brenham	4	J. R. Peace	8	185	1915
Brownwood	4	E. J. Woodward	17	440	1918
Bryan					
High School	4	Madison Hall	13	248	1924
Allen Academy	4	N. B. Allen	12	175	1918
Burkburnett	4	W. B. Hogg	12	300	1924
Caldwell	4	C. L. McDonald	11	160	1924
Calvert	4	Ben S. Peck	7	80	1920
Cameron	4	T. A. Fisher	11	309	1915
Canyon	4	Jim Webb	10	286	1926
Carrizo Springs	4	B. J. Bruton	6	89	1926
Cleburne	4	Emmett Brown	24	640	1913
Coleman	4	C. H. Hufford	14	283	1920
Corpus Christi	4	Mary Carroll	18	433	1919

TEXAS (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Corsicana	4	H. D. Fillers	25	612	1913
Cuero	4	J. H. Head	13	181	1918
Dallas					
Bryan Street	4	Leonard Power	57	1720	1913
Forest Avenue	4	W. A. Parker	53	1515	1916
North Dallas	4	E. B. Comstock	51	1313	1922
Oak Cliff	4	W. H. Adamson	47	950	1913
Sunset	4	J. A. Wilson	44	1201	1926
Highland Park	4	E. S. Lawler	15	413	1925
St. Mary's	4	Jeanette Zeigler	13	47	1924
Del Rio	4	J. C. Cochran	10	212	1922
Denison	4	F. B. Hughes	32	876	1918
Denton	4	W. T. Doggett	22	598	1922
Donna	4	Geo. V. Bear	9	189	1924
Eagle Lake	4	W. C. Reed	6	112	1918
Edinburg	4	H. C. Baker	17	307	1924
Electra	4	B. M. Dinsmore	21	442	1924
El Paso					
High School	4	Lynn B. Davis	81	1403	1913
School for Girls	4	Blanche Averill	6	50	1923
Ennis	4	J. W. O'Banion	17	433	1918
Ft. Stockton	4	H. H. Crain	7	101	1921
Ft. Worth					
Central	4	R. L. Paschal	49	1041	1913
North Side	4	C. A. Gardner	37	794	1917
Polytechnic	4	R. M. Parker	39	875	1924
Gainesville	4	H. O. McCain	22	512	1913
Galveston					
Ball	4	W. A. James	41	929	1913

TEXAS (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Goliad	4	E. A. Perrin	5	89	1924
Goose Creek	4	J. H. Wright	13	230	1925
Graham	4	I. T. Gilmer	12	283	1924
Greenville	4	L. C. Gee	30	659	1914
Groesbeck	4	D. M. Majors	6	132	1926
Harlingen	4	Paul E. Phipps	10	261	1924
Harrisburg	4	J. O. Webb	19	315	1926
Hereford	4	C. H. Dillehay	10	239	1926
Hillsboro	4	W. F. Doughty	22	619	1913
Honey Grove	4	T. P. Walker	10	190	1926
Houston					
Jefferson Davis	4	H. N. Hoffstall	22	510	1926
Reagan	4	S. P. Waltrip	34	744	1926
Sam Houston	4	W. J. Mayes	58	1229	1913
San Jacinto	4	T. H. Rogers	47	1160	1913
Hubbard	4	R. N. Cluck	8	120	1916
Humble	4	E. K. Barden	12	225	1926
Iowa Park	4	W. R. Bradford	9	164	1922
Kerens	4	J. J. Hendricks	6	147	1924
Kerrville					
Schreiner Institute	4	J. J. Delaney	10	126	1926
Livingston	4	R. L. Johnson	7	177	1923
Lone Oak	4	J. H. Houser	4	75	1926
Longview	4	H. L. Foster	13	279	1914
Lubbock	4	M. H. Duncan	38	1019	1924
Lutkin	4	I. A. Coston	18	520	1915
McAllen	4	E. G. Villers	14	259	1919
McGregor	4	C. L. Kuykendall	6	145	1915
McKinney	4	J. S. Carlisle	27	472	1916

TEXAS (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Marfa	4	J. E. Gregg	6	80	1916
Marlin	4	H. J. McIlhenny	13	287	1913
Marshall	4	R. B. Sparks	22	546	1913
Mart	4	J. J. Youngblood	9	191	1924
Mercedes	4	E. H. Poteet	9	192	1924
Mexia	4	R. M. Andrews	19	394	1919
Mincola	4	C. E. Nesbitt	8	151	1915
Mineral Wells	4	S. J. Smith	14	358	1918
Mission	4	S. L. Hardin	6	113	1924
Mt. Pleasant	4	P. E. Wallace	10	222	1924
Navasota	4	L. G. Andrews	8	149	1919
Orange	4	E. B. Stover	16	469	1916
Ozona	4	C. C. Minatra	6	68	1916
Palestine	4	Bonner Frizzell	17	456	1919
Panhandle	4	R. F. Williams	8	166	1924
Pecos	4	J. R. Humphrey	5	83	1926
Pharr-San Juan	4	J. Lee Stambaugh	20	383	1923
Pittsburg	4	W. S. Fleming	9	152	1915
Plainview	4	G. W. Page	25	502	1922
Port Arthur	4	Galen Jones	79	1632	1913
Quanah	4	C. E. Davis	11	327	1914
Ralls	4	W. E. Patty	8	163	1926
Rosebud	4	Newton W. McCann	8	154	1921
Rosenberg	4	J. T. H. Bickley	7	136	1924
San Angelo	4	F. E. Smith	19	560	1913
San Antonio					
Brackenridge	4	Enos Gary	67	1593	1916
Main Avenue	4	F. S. Eakeley	69	1480	1916
Incarinate Word	4	Sr. Antonia	10	134	1919
Our Lady Lake	4	Sr. M. Angelique	9	74	1919

TEXAS (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
San Antonio Academy	4	W. W. Bondurant	9	180	1913
Westmoorland	4	Susan E. Miller	15	124	1922
San Benito	4	G. C. Jones	12	245	1915
San Marcos					
High School	4	L. J. Berry	8	175	1924
Baptist Academy	4	J. E. Abney	13	176	1913
Sherman	4	J. C. Pyle	34	782	1923
Sonora	4	M. O. Britt	5	59	1926
Sour Lake	4	J. C. Tucker	14	247	1923
Taylor	4	R. H. Brister	15	310	1918
Temple	4	J. L. Head	22	671	1913
Terrell	4	J. M. McGee	14	367	1924
Texarkana	4	H. W. Stilwell	22	560	1916
Thrift					
Fairview	4	C. R. Roberts	8	110	1925
Tulia	4	W. H. Younger	10	187	1926
Tyler	4	J. M. Hodges	28	751	1916
Uvalde	4	Guy D. Dean	11	202	1916
Victoria	4	V. L. Griffin	16	252	1914
Waco	4	B. B. Cobb	56	1492	1913
Weslaco	4	E. E. Channess	14	235	1925
West	4	W. E. Cantrell	6	102	1926
Wharton	4	M. Blair Autry	9	148	1923
Whitewright	4	F. W. Smith	7	148	1923
Wichita Falls	4	S. H. Rider	49	1038	1917
Wortham	4	C. V. Reed	13	132	1925
Yoakum	4	L. B. McGuffin	11	330	1924
Total	131		2585	58370	
			19	444	

VIRGINIA

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Alexandria					
Episcopal High School	6	A. R. Hoxton	13	196	1913
George Mason High School	6	Harry Baker, Jr.	12	273	1923
High School	4	Henry T. Moncure	18	353	1915
Bedford					
High School	4	J. L. Borden	8	208	1922
Randolph-Macon Academy	4	Col. Wm. R. Phelps	10	180	1897
Big Stone Gap	4	Hugh L. Sulfridge	7	159	1924
Blackstone					
High School	4	Walter H. Cheatham	8	164	1922
Military Academy	4	Col. E. S. Ligon	9	94	1924
Bridgewater	4	Lina E. Sanger	8	173	1926
Bristol					
High School	6	Mrs. Virginia Parrish	18	483	1914
Sullins College High School	4	W. E. Martin	22	71	1926
Virginia Intermont College High School	4	H. G. Noffsinger	8	77	1924
Charlottesville					
Lane High School	4	Haswell H. Walker	17	433	1913
Chatham					
Hargrave Military Academy	4	A. H. Camden	10	130	1920
Pittsylvania High School	4	C. K. Holsinger	7	124	1926
Christchurch					
Christchurch School	6	Barton Palmer	5	39	1926
Clintwood					
Dickenson Memorial High School	4	V. S. Wolfe	6	109	1923
Crewe	4	R. H. Owen	8	176	1925
Culpeper	4	R. R. Tolbert	8	170	1926
Danville					
Averett College High School	4	W. D. Halsell	9	54	1924

VIRGINIA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
George Washington High School	4	J. D. Riddick	25	568	1916
Military Institute	4	Col. Wm. M. Kemper	6	110	1896
Randolph-Macon Institute	4	John C. Simpson	8	82	1898
Emporia					
Greensville County High School	4	H. L. Webb	8	189	1920
Farmville	4	W. P. Tate	8	169	1924
Fentress, R. 2					
Great Bridge High School	4	J. H. Kelly, Jr.	6	67	1925
Fork Union					
Military Academy	4	Col. N. J. Perkins	10	120	1925
Hampton	4	H. Wilson Thorpe	22	527	1916
Harrisonburg	4	B. L. Stanley	10	236	1913
Hilton Village					
Morrison	4	J. R. Mort	9	206	1924
Holland	4	Hugh V. White	6	108	1926
Hopewell	4	J. E. Mallonee	11	260	1921
Lexington	4	Harrington Waddell	7	122	1914
Lynchburg					
E. C. Glass High School	3	H. A. C. Walker	32	749	1913
Virginia Episcopal School	4	Rev. Wm. G. Pendleton	10	157	1921
Manassas					
High School	4	Eugenia H. Osbourn	10	170	1914
The Swavely School	6	Eli Swavely	7	50	1926
Marion	4	W. Linden Allen	6	166	1920
Newport News	4	Fred M. Alexander	37	865	1918
Norfolk					
Matthew Fontaine Maury High School	3	A. B. Bristow	69	1734	1897
Occana	4	R. J. Johnson	7	106	1926
Petersburg	4	H. D. Wolff	40	792	1913

VIRGINIA (Continued)

NAME OF TOWN AND SCHOOL	GRADES IN HIGH SCHOOL	OFFICER IN CHARGE PRINCIPAL SUPERINTENDENT	No. TEACHERS	ENROLL- MENT	DATE ACCREDITED
Portsmouth					
Woodrow Wilson High School	4	J. Leon Codd	46	1237	1913
Richmond					
Collegiate School for Girls	4	Miss Van Greenleaf	17	125	1922
John Marshall High School	3	James C. Harwood	111	2434	1913
St. Christopher's School	6	Rev. C. G. Chamberlayne	11	105	1920
Roanoke					
Jefferson High School	3	William E. Parsons	46	1171	1915
South Boston	4	Rhoderic L. Lacy	10	174	1914
Staunton					
Military Academy	6	Major Roy W. Wonson	31	615	1916
Robert E. Lee High School	4	B. H. Payne	13	284	1913
Suffolk	3	E. Roland Custis	12	150	1923
Waynesboro					
Fishburn Military Academy	6	Col. M. H. Hudgins	9	186	1897
Westhampton					
St. Catherine's School	6	Louisa deB. Bacot	13	149	1926
West Point	4	Katherine P. Howerton	4	119	1924
Whitmill					
Whitmill Farm-Life School	4	Mrs. F. C. Beverley	6	116	1926
Williamsburg	4	J. Flint Waller	5	107	1924
Winchester					
Handley High School	6	A. M. Jarman	25	564	1916
Shenandoah Valley Academy	5	Col. B. M. Roszel	8	109	1913
Woodberry Forrest					
Woodberry Forrest School	5	J. Carter Walker	16	200	1910
Total	60		957	19333	
Average per School			16	322	

TABLE III.

Showing Facts Relative to Number and Size of Schools Accredited by the Commission on Secondary Education

	No of Schools	SIZE OF SCHOOL		NUMBER OF TEACHERS			ENROLLMENT	
		SMALLEST SCHOOL	LARGEST SCHOOL	TOTAL NUMBER	AVERAGE PER SCHOOL	TOTAL ENROLLMENT	AVERAGE PER SCHOOL	
Alabama	59	41	2821	876	14.6	21,113	352	
Florida	85	27	1392	1050	12	20,727	238	
Georgia	82	42	894	981	12	21,783	265	
Kentucky	97	40	1433	988	10	22,265	229	
Louisiana	89	38	1840	869	10	20,038	225	
Mississippi	46	47	552	491	10	8,159	177	
North Carolina	76	20	1507	1092	14	23,459	308	
South Carolina	49	92	1205	649	13	13,431	275	
Tennessee	69	35	1484	865	12	18,564	269	
Texas	131	47	2209	2558	19	57,785	444	
Virginia	59	39	2434	948	16	19,084	322	
Total	842			11365	13	246,558	292	

The above table shows the following interesting comparisons: The typical Southern Association Secondary School employs 13 teachers and enrolls 292 pupils; Alabama has the largest Secondary School with an enrollment of 2,821 and North Carolina has the smallest with an enrollment of 20; Texas shows the largest number per Secondary School, 19 and Kentucky, Louisiana and Mississippi the smallest with 10 each; and the largest average enrollment per school shows Texas with 444 and Mississippi with 177 the smallest.

TABLE IV.
Showing Number of Schools Enrolling 1000 or Under 100. Also the Largest and the Smallest School in each State.

STATES	NUMBER ENROLLING		THE LARGEST WITH ENROLLMENT		THE SMALLEST WITH ENROLLMENT	
	OVER 1000	UNDER 100				
Alabama	5	7	Phillips High School	2821	Rivers Academy	41
Florida	5	23	Duval High School	1392	Florida Military Academy	27
Georgia		7	Savannah High School	894	Lucy Cobb Academy	42
Kentucky	3	24	Girls H. S., Louisville	1433	St. Walberg Academy	40
Louisiana	2	22	Shreveport H. S.	1840	Oak Ridge H. S.	38
Mississippi	0	14	Jackson H. S.	552	Rolling Fork H. S.	47
North Carolina	2	13	Winston-Salem H. S.	1507	State. Sch. for Blind	20
South Carolina	1	3	Columbia H. S.	1205	Carlisle H. S.	92
Tennessee	4	16	Memphis Central H. S.	1484	Centenary H. S.	35
Texas	15	12	Austin H. S.	2209	St. Marys, Dallas	47
Virginia	4	8	Jno. Marshall H. S.	2434	Christ Church School	39
Total	41	151				
Per cent of Total	4.8	17.9				

TABLE V.

Showing the Size of the Secondary Schools Accredited by the Commission on Secondary Schools

STATE	NUMBER SCHOOLS	UNDER 100	100-199	200-499	500-999	1000-1999	2000 & over
Alabama	59	7	19	25	3	4	1
Florida	85	23	30	24	3	5	-
Georgia	82	7	37	28	10	-	-
Kentucky	97	24	36	28	6	3	-
Louisiana	89	22	38	20	7	2	-
Mississippi	46	14	16	14	2	-	-
North Carolina	76	13	21	31	9	2	-
South Carolina	49	3	19	24	2	1	-
Tennessee	69	16	27	16	6	4	-
Texas	131	14	36	44	22	14	1
Virginia	59	8	30	10	7	3	1
TOTAL	842	151	309	264	77	38	3
Per Cent of Total		17.9	36.7	31.5	9.1	4.5	.3

DIVISION IV

MEMBER SECONDARY SCHOOLS OF THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES, 1926-27

In order to get the principals of the secondary schools into the spirit of the workings of the Association, an effort was made again this year to get as many of them as possible to pay the \$5.00 membership fee for their schools and to get the Volume of Proceedings and all other reading matter sent out by the organization. The reader is not to confuse membership in the Association with accreditation by the Commission on Secondary Schools. A school that pays only \$2.00 and is accredited does not get the publications of the Association and its principal does not have the right to vote on the floor of the Association. The number of schools paying the \$5.00 fee is rapidly increasing. The following table gives the number of old and new schools on this list:

TABLE

Showing the Number of Secondary School Members of the Association of Colleges and Secondary Schools of the Southern States.

STATES	Old Member Schools	New Member Schools	Total Number Schools
Alabama	50	9	59
Florida	76	9	85
Georgia	53	3	56
Kentucky	76	21	97
Louisiana	38	13	51
Mississippi	45	1	46
North Carolina	68	0	68
South Carolina	45	4	49
Tennessee	42	7	49
Texas	99	16	115
Virginia	48	11	59
Total	640	94	734

ALABAMA

OLD SCHOOLS

Albany High School	Birmingham, Shades-Cahaba High School
Andalusia High School	Birmingham, Simpson School
Anniston, Alabama Military Institute	Birmingham, Woodlawn High School
Athens, Rivers Academy	Boaz, Snead Seminary
Attalla, Etowah County High School	Boyles, Jefferson County High School
Auburn, Lee County High School	Centerville, Bibb County High School
Bessemer High School	Cullman, Cullman County High School
Bessemer, Hueytown High School	Decatur High School
Bessemer, McAdory High School	Dothan High School
Birmingham, Compton Seminary	
Birmingham, Ensley High School	
Birmingham, Phillips High School	

Ensley, Minor High School
 Eufaula High School
 Fairfield High School
 Florala, Covington County High School
 Florence, Coffee High School
 Gadsden High School
 Greenville, Butler County High School
 Guntersville, Marshall County High School
 Mobile High School
 Mobile, Girls Preparatory School
 Mobile, University Military School
 Montevallo High School
 Montgomery, Lanier High School

Montgomery, Montgomery County High School
 Newton, Newton Institute
 Opelika, Clift High School
 Opp High School
 Pike Road High School
 Powderly, Jones Valley High School
 Ramer High School
 St. Bernard High School
 Selma High School
 Sheffield High School
 Spring Hill High School
 Talladega High School
 Thorsby, Thorsby Institute
 Troy High School
 Tuscaloosa High School
 Uniontown High School

NEW SCHOOLS

Anniston High School
 Coffee County High School
 Morgan County High School, Hart-
 selle
 Huntsville High School
 LaFayette High School

Marion, Marion Military Institute
 Ozark, Dale County High School
 Sylacauga, Secondary Agricultural
 School
 Tuscumbia, Deshler High School

FLORIDA

OLD SCHOOLS

Arcadia, DeSoto County High School
 Auburndale High School
 Avon Park High School
 Bartow, Summerlin Institute
 Blountstown, Calhoun County High School
 Bradenton, Manatee County High School
 Bushnell High School
 Chipley, Washington County High School
 Clearwater, Central Senior High School
 Cocoa High School
 Dania High School
 Daytona Beach, Daytona Beach High School
 Daytona Beach, Seabreeze High School
 DeFuniak Springs, Palmer College Academy

DeLand High School
 Delray High School
 Dunellon High School
 Eustis High School
 Ft. Lauderdale High School
 Ft. Meade High School
 Ft. Myers High School
 Ft. Pierce High School
 Gainesville High School
 Green Cove Springs, Florida Military Academy
 High Springs High School
 Homestead High School
 Jacksonville, Duval High School
 Key West, Monroe County High School
 Kissimmee, Ocoala County High School
 LaBelle High School
 Lake City, Columbia County High School
 Lakeland High School

Lake Wales High School
 Lake Worth High School
 Largo High School
 Leesburg High School
 Live Oak, Suwannee High School
 Marianna High School
 Melbourne High School
 Miami High School
 Miami, Dade County Agricultural
 High School
 Milton, Santa Rosa County High
 School
 Mount Dora High School
 Mulberry High School
 New Smyrna High School
 Ocala High School
 Ocoee High School
 Okeechobee High School
 Orlando, Orlando Senior High School
 Palatka, Putnam High School
 Palmetto High School
 Panama City, Bay County High
 School
 Pensacola High School
 Perry, Taylor County High School

Plant City High School
 Quincy, Gadsden County High
 School
 St. Augustine High School
 St. Augustine, St. Joseph's Academy
 St. Cloud High School
 St. Leo, St. Leo Academy
 St. Petersburg High School
 Sanford High School
 Sarasota, Sarasota County High
 School
 Sebring High School
 Stuart High School
 Tallahassee, Leon County High
 School
 Tampa, Hillsboro Senior High
 School
 Tampa, Sacred Heart College
 Tarpon Springs High School
 Titusville High School
 Umatilla High School
 Vero Beach High School
 Wauchula High School
 West Palm Beach High School
 Winter Haven High School
 Winter Park High School

NEW SCHOOLS

Brooksville, Hernando County High
 School
 Coral Gables, Ponce De Leon High
 School
 Crescent City High School
 Eau Gallie High School

Groveland High School
 Haines City High School
 Hastings High School
 Redland High School
 Tampa, English Classical School

GEORGIA

OLD SCHOOLS

Albany High School
 Americus High School
 Atlanta, Boys' High School
 Atlanta, Commercial High School
 Atlanta, Girls' High School
 Atlanta, North Ave. Presbyterian
 Atlanta, Tech High School
 Atlanta, University School
 Academy of Richmond County
 Tubman High School
 Bainbridge High School
 Gordon Institute
 Glynn County Academy
 Cairo High School
 Cartersville High School

Georgia Military Academy
 Columbus High School
 Conyers High School
 Cordele High School
 Dalton High School
 Dawson High School
 Decatur High School
 Dublin High School
 Elberton High School
 Fitzgerald High School
 Ft. Valley High School
 Gainesville High School
 Riverside Academy
 Hartwell High School
 Hawkinsville High School

LaGrange High School
 Lavonia High School
 Locust Grove Institute
 Lanier High for Girls'
 Marietta High School
 Metter High School
 Georgia Military College
 Monroe High School
 Moultrie High School
 The Berry Schools
 Brewton-Parker Institute
 Emory University Academy

Rome High School
 Darlington Academy
 Savannah High School
 Benedictine School
 The Pape School
 R. E. Lee Institute
 Washington High School
 Waycross High School
 Waynesboro High School
 West Point High School
 Winder High School

NEW SCHOOLS

Carrollton High School
 Jackson High School

Manchester High School

KENTUCKY

OLD SCHOOLS

Anchorage
 Ashland
 Augusta Tilghman High School
 (Paducah)
 Beaver Dam High School
 Bellevue High School
 Berea Academy (Berea)
 Bethel Academy (Wilmore)
 Bourbon County High School (Mil-
 lersburg)
 Bowling Green High School
 Butler High School (Princeton)
 Carlisle High School
 Carrollton High School
 Catlettsburg High School
 Corbin High School
 Cynthiana High School
 Danville High School
 Dayton High School
 Elizabethtown High School
 Frankfort High School
 Franklin High School
 Fulton High School
 Georgetown High School
 Glasgow High School
 Greenville High School
 Hamilton College Preparatory (Lex-
 ington)
 Hazard High School
 Hickman High School
 Highlands High School (Ft. Thomas)
 Holmes High School (Covington)

Hopkinsville High School
 Horse Cave High School
 Kentucky Home School for Girls
 (Louisville)
 Kentucky Military Institute (Lyn-
 don)
 Lancaster High School
 Lebanon High School
 Leitchfield High School
 Lexington Senior High School
 Louisville, J. M. Atherton High
 School for Girls
 Louisville, Girls High School
 Louisville, Male High School
 Louisville, Dupont Manual Train-
 ing High School
 Madison High School (Richmond)
 Madisonville High School
 Massie School for Boys (Versailles)
 Mayfield High School
 Mayslick High School
 Maysville High School
 McCracken County High School
 (Paducah)
 Middlesboro High School
 Millersburg Military Institute (Mil-
 lersburg)
 Mount Sterling High School
 Morganfield High School
 Murray High School
 Nazareth Academy (Nazareth)
 Newport High School

Notre Dame Academy (Covington)
 Owensboro High School
 Paris High School
 Pikeville High School
 Pikeville College Academy (Pikeville)
 Pineville High School
 Presentation Academy (Louisville)
 Russell High School
 Sayre School for Girls (Lexington)
 Science Hill School for Girls (Lexington)
 Shelbyville High School

Somerset High School
 Stanford High School
 St. Catherine's Academy (Springfield)
 St. Vincent Academy (St. Vincent)
 St. Walberg Academy (Covington)
 Sturgis High School
 Sue Bennett Memorial School
 University High School (Lexington)
 Villa Madonna Academy (Covington)
 Winchester High School

NEW SCHOOLS

Ballard County High School (LaCenter)
 Central City High School, (Central City)
 Columbia High School (Columbia)
 Harlan High School (Harlan)
 Knott County High School (Pippa-pass)
 Louisa High School (Louisa)
 Livermore High School (Livermore)
 Loretto High School (Louisville)
 Ludlow High School (Ludlow)
 Margaret Hall School (Versailles)
 Mount St. Joseph Academy (St. Joseph)

Nicholasville High School (Nicholasville)
 Ogden College Preparatory (Bowling Green)
 Picadnee High School (Lexington)
 Providence High School (Providence)
 Sacred Heart Academy (Louisville)
 Russellville High School (Russellville)
 Scottsville High School (Scottsville)
 St. Catherine's Academy (Lexington)
 Versailles High School (Versailles)
 Witherspoon College (Buckhorn)

LOUISIANA

OLD SCHOOLS

Amite
 Boyce
 Delhi
 East Carroll
 Haynesville
 Kentwood
 Lecompte
 Merryville
 Monroe City
 Opelousas
 Poydras
 St. John's
 Vinton

Arcadia
 Cecelia
 Denham Springs
 Gilbert
 Homer
 Lake Arthur
 Lisbon
 Miller's Private
 Morgan City
 Ouachita Parish
 Rayne
 Sulphur
 Welsh

Bolton
 Crowley
 Donaldsonville
 Glenmora
 Isidore Newman
 Manual Training
 McGehee's Private
 Minden
 New Orleans Academy
 Patterson
 Shreveport
 Terrebonne
 White Castle

NEW SCHOOLS

Covington
 Holy Cross Academy
 Mansfield
 Plaquemine

Sophie B. Wright
 De Ridder
 Independence
 New Iberia
 Ponchatoula

Hammond
 Leesville
 Oakdale
 Slidell

MISSISSIPPI

OLD SCHOOLS

Aberdeen High	Kosciusko High
Amory High	Laurel High
Belzoni High	Leland High
Biloxi High	Lexington High
Brookhaven High	McComb City High
Canton High	Meridian High
Charleston High	Merigold High
Charleston, Tallahatchie County A. H. S.	Natchez High
Clarksdale High	New Albany High
Cleveland High	Picayune High
Columbus, Stephen D. Lee High	Poplarville, Pearl River County A. H. S.
Corinth High	Port Gibson, Chamberlain-Hunt Academy
Durant High	Raymond, Hinds County A. H. S.
Flora High	Rolling Fork High
Greenville High	Rosedale High
Greenwood High	Ruleville High
Grenada High	Sardis High
Gulfport, Gulf Coast Military Acad- emy	Shaw High
Gulfport, Gulfpark College	Tupelo High
Gulfport High	Vicksburg, All Saints'
Hattiesburg High	West Point High
Indianola High	Yazoo City High
Jackson, Central High	

NEW SCHOOL

Vicksburg High

NORTH CAROLINA

OLD SCHOOLS

Aberdeen	Fayetteville
Asheville, Academy of St. Genevieve	Forest City (Cool Springs)
Asheville High School	Gastonia
Asheville School	Goldsboro
Asheville Normal	Greensboro
Boiling Springs	Greenville
Burlington	Hamlet
Canton	Henderson
Caroleen (Henrietta Caroleen)	Hendersonville, Blue Ridge School for Boys
Chapel Hill	Hendersonville High School
Charlotte (Central)	Hickory
Concord	High Point
Durham High School	Kinston (Grainger)
Durham, West Durham High School	Laurinburg
Edenton	Lenoir
Elizabeth City	Lexington
Farmville	

Lumberton	Rutherfordton-Spindale
Mars Hill College (H. S. Dept.)	Salemburg, Pineland School for Girls
Monroe	Salisbury
Morganton	Selma
North Wilkesboro	Scotland Neck
Oak Ridge Institute	Shelby
Oxford High School	Smithfield
Oxford Orphanage	Southern Pines
Raeform	Spencer
Raleigh High School	Statesville
Raleigh, Saint Mary's School	Tarboro
Raleigh, State School for the Blind	Thomasville
Reidsville	Washington
Rich Square	Wilmington (New Hanover)
Roanoke Rapids	Wilson
Rockingham	Winston-Salem, Salem Academy
Rocky Mount	Winston-Salem High School, (R. J. Reynolds)
Rutherford College (H. S. Dept.)	

SOUTH CAROLINA

OLD SCHOOLS

Abbeville High School	Hartsville High School
Anderson High School (Boys)	Honea Path High School
Ashley Hall, Charleston	Lake City High School
Bailey Military Institute, Greenwood	Lancaster High School
Bamberg High School	Latta High School
Beaufort High School	Laurens High School
Bennettsville High School	Marion High School
Camden High School	Mullins High School
Carlisle School, Bamberg	Newberry High School
Charleston High School (Boys)	Orangeburg High School
Cheraw High School	Porter Military Academy, Charleston
Chester High School	Rock Hill High School
Clinton High School	Spartanburg High School
Columbia High School	St. Matthews High School
Conway High School	Summerville High School
Darlington High School	Sumter High School (Boys)
Denmark High School	Sumter High School (Girls)
Easley High School	Union High School
Edgefield High School	Walterboro High School
Florence High School	Winthrop Training School, Rock Hill
Georgetown High School	York High School
Greenville High School	
Greenwood High School	
Greer High School	

NEW SCHOOLS

Thornwell High School	Kershaw High School
Gaffney High School	Winnsboro High School

TENNESSEE

OLD SCHOOLS

Baxter Seminary	Marion County High School
Baylor, The, School	Millington High School
Byars-Hall High School	Morristown High School
Branham & Hughes Military Academy	Montgomery Bell Academy
Castle Heights Military Academy	Murphy Collegiate Institute
Centenary High School	Nicholas Blackwell High School
Central High School, Chattanooga	Oneida High School
Central High School, Columbia	Peabody Demonstration School
Chattanooga High School	Pleasant Hill Academy
Clarksville High School	Polk County High School
Collierville High School	Pure Fountain High School
Columbia Military Academy	Ripley High School
Cumberland University Prep. School	Saint Cecelia Academy
Duncan College Prep. School	Sewanee Military Academy
Girls' Prep. School, Chattanooga	Tennessee Military Institute
Hume-Fogg High School	Tennessee Wesleyan College Prep.
Kingsport High School	Unicoi County High School
Knox County High School	Union City High School
Knoxville High School	Wallace University School
Lenoir City High School	Ward-Belmont Prep. School
McCallie, The, School	Whitehaven High School

NEW SCHOOLS

David Lipscomb College Prep. School	Miss Hutchison's School
Harriman High School	Memphis University School
Hiwassee College Prep. School	Rockwood High School
	Springfield High School

TEXAS

OLD SCHOOLS

Allen Academy, Bryan	Bryan High School, Bryan
Amarillo High School	Bryan Street High School, Dallas
Austin High School	Burkburnett High School, Burkburnett
Ball High School, Galveston	Caldwell High School, Caldwell
Baylor College, Belton	Calvert High School, Calvert
Beaumont High School, Beaumont	Cameron High School, Cameron
Belton High School, Belton	Central High School, Ft. Worth
Big Spring High School, Big Spring	Cleburne High School, Cleburne
Bonham High School, Bonham	Coleman High School, Coleman
Brackenridge High School, San Antonio	Corsicana High School, Corsicana
Brady High School, Brady	Del Rio High School, Del Rio
Breckenridge High School, Breckenridge	Denison High School, Denison
Brenham High School, Brenham	Denton High School, Denton
Brownwood High School, Brownwood	Donna High School, Donna
	Eagle Lake High School, Eagle Lake
	Edinburg High School, Edinburg

El Paso High School, El Paso
 El Paso School for Girls, El Paso
 Ennis High School, Ennis
 Forest Avenue High School, Dallas
 Ft. Stockton High School, Ft. Stockton
 Gainesville High School, Gainesville
 Goliad High School, Goliad
 Goose Creek High School, Goose Creek
 Graham High School, Graham
 Greenville High School, Greenville
 Harlingen High School, Harlingen
 Highland Park, Dallas
 Hillsboro High School, Hillsboro
 Hubbard High School, Hubbard
 Incarnate Word, San Antonio
 Iowa Park High School, Iowa Park
 Kerens High School, Kerens
 Livingston High School, Livingston
 Longview High School, Longview
 Lubbock High School, Lubbock
 Lufkin High School, Lufkin
 McAllen High School, McAllen
 McKinney High School, McKinney
 Main Avenue High School, San Antonio
 Marfa High School, Marfa
 Marlin High School, Marlin
 Marshall High School, Marshall
 Mart High School, Mart
 Mercedes High School, Mercedes
 Mexia High School, Mexia
 Mineola High School, Mineola
 Mineral Wells High School, Mineral Wells
 Mission High School, Mission
 Mt. Pleasant High School, Mt. Pleasant

Navasota High School, Navasota
 North Dallas High School, Dallas
 North Ft. Worth High School, Ft. Worth
 Oak Cliff High School, Dallas
 Our Lady of the Lake, San Antonio
 Palestine High School, Palestine
 Panhandle High School, Panhandle
 Pharr-San Juan High School, Pharr
 Polytechnic High School, Ft. Worth
 Port Arthur High School, Port Arthur
 Quanah High School, Quanah
 Reagan High School, Houston
 Rosebud High School, Rosebud
 Rosenberg High School, Rosenberg
 St. Edward's University, Austin
 St. Mary's Prep. School, Dallas
 Sam Houston High School, Houston
 San Antonio Academy, San Antonio
 San Marcos High School, San Marcos
 Sherman High School, Sherman
 South Park High School, Beaumont
 Taylor High School, Taylor
 Temple High School, Temple
 Terrell High School, Terrell
 Texarkana High School, Texarkana
 Tyler High School, Tyler
 Uvalde High School, Uvalde
 Victoria High School, Victoria
 Waco High School, Waco
 Weslaco High School, Weslaco
 Westmoorland College, San Antonio
 Wharton High School, Wharton
 Whitewright High School, Whitewright
 Wichita Falls High School, Wichita Falls
 Wortham High School, Wortham

NEW SCHOOLS

Carrizo Springs High School, Carrizo Springs
 Groesbeck High School, Groesbeck
 Harrisburg High School, Harrisburg
 Hereford High School, Hereford
 Honey Grove High School, Honey Grove
 Humble High School, Humble
 Jefferson Davis High School, Houston

Lone Oak High School, Lone Oak
 Pecos High School, Pecos
 Ralls High School, Ralls
 San Jacinto High School, Houston
 Schreiner Institute, Kerrville
 Sonora High School, Sonora
 Sunset High School, Dallas
 Tulia High School, Tulia
 West High School, West

VIRGINIA

OLD SCHOOLS

Alexandria High School
 Averett College High School
 Big Stone Gap High School
 Blackstone High School
 Blackstone Military Academy
 Collegiate School for Girls
 Crewe High School
 Danville Military Institute
 Episcopal High School
 Farmville High School
 Fishburne Military Academy
 Fork Union Military Academy
 George Mason High School
 George Washington High School
 Great Bridge High School
 Hampton High School
 Handley High School
 Hargrave Military Academy
 Harrisonburg High School
 Hopewell High School
 Jefferson High School

John Marshall High School
 Lexington High School
 Manassas High School
 Marion High School
 Matthew Fontaine Maury High School
 Morrison High School
 Newport News High School
 Petersburg High School
 Randolph-Macon Academy, Bedford
 Randolph-Macon Institute, Danville
 Robert E. Lee High School
 Shenandoah Valley Academy
 South Boston High School
 Staunton Military Academy
 Virginia Episcopal School
 Virginia Intermont College High School
 Williamsburg High School
 Woodberry Forest School

NEW SCHOOLS

Bridgewater High School
 Christchurch School
 Culpeper High School
 Holland High School
 Oceana High School
 Pittsylvania High School

St. Catherine's School
 Sullins College High School
 The Swavely School
 Whitmell Farm-Life School
 Woodrow Wilson High School

THE REPORT OF
THE COMMITTEE ON DEANS' REPORT

JOS. ROEMER

Secretary to the Commission on Secondary Schools, Professor of Secondary Education and High School Visitor, University of Florida

FAILURES IN SECONDARY SCHOOLS

This is the eighth annual Deans' Report which has been compiled for the Association. The purpose of it is to test the efficiency of the secondary schools by the way their graduates succeed in their freshman year in college.

This present report carries data for the high school graduates of the spring of 1925. In the fall of 1925, when these spring graduates had gone away to college, the principals sent in a blank carrying their names, higher institutions attended, and addresses. These lists were compiled by states, by higher institutions, and by secondary schools, and sent to the registrars of the higher institutions for reports. The following blanks are the ones filled by the principals and registrars:

February 18, 1926.

DEAR REGISTRAR:

For the past eight years, the Association of Colleges and Secondary Schools of the Southern States has had a Deans' Report compiled for its use. This report consists in following up the high school graduates of the previous spring who are now in college, and getting a report on their work for the FIRST QUARTER or SEMESTER. These data are used in standardizing the high schools that are accredited by the Association. The latest report is just off the press and is found in Part IV of the Proceedings. If you desire a copy I shall be glad to send it to you.

Something over 16,000 recent graduates of the Southern Association high schools are now in higher institutions of learning and a report is sought for each one of them. Consequently, you can see that this is a great cooperative undertaking which should be very helpful to all of us.

I hope that this letter with blanks will reach you in time for you to get the data back to me before the spring rush of work is on you. If possible, I should like to have it by the first of May—later, of course, if necessary.

Finally, may I urge you to make the report complete by (1) striking out any names that did not register with you, and (2) by adding all names omitted, giving the names of the high schools from which they come. Give this information only for the FIRST QUARTER or FIRST SEMESTER'S WORK.

Assuring you of our appreciation of your cooperation in helping us gather these data in the past, and trusting you will give us your continued assistance, I am,

Very truly yours,

JOS. ROEMER,

Secretary to the Commission,
Compiler of Deans' Report.

REPORT OF COMMITTEE ON DEANS REPORT

The report has grown each year. In the first reports, these data were gathered through the respective State Chairmen. The task grew so heavy that the last three reports have been compiled entirely by the writer. By allowing a small sum for clerical hire a much fuller and more complete report has been made possible. The following table shows how the report has expanded from year to year.

TABLE I

Showing How the Scope of this Report Has Gradually Been Widened

Year	Number Students	Number Colleges	Number Secondary Schools
1918			
1919	1,330		200
1920	2,103	33	292
1921	2,976	36	347
1922	5,361	121	518
1923	8,985	136	585
1924	12,119	501	696
1925	13,889	460	751
1926	14,785	409	754

As Table I shows the study this year includes reports on 14,785 students. The reports were from 409 institutions of higher learning. Blanks were sent out to 637 institutions. Of these, 409 answered; 109 were returned marked "No such institution here"; and 119 never replied.

By glancing at Table X, it will be seen that this year that Business Colleges, Conservatories of Music, Schools for Nursing, and training Schools for Religious Workers, and other similar types of institutions are not included in the report. This fact accounts for the seeming falling off in number of higher institutions included in the report. In reality that number has actually increased.

A study of Table II shows that 18,263 students entered college and that only 14,785 are reported on. When these are properly interpreted they are not so bad. By adding all the students reported in business schools, schools for nursing, conservatories of music, etc.; also all students marked "not enrolled," "not here," etc., we have a total of 1,809. This leaves 16,474 students who actually entered college, 14,785 or 89.7 per cent of whom are included in this report. The inaccuracy of the principals' reports shows that many of them do not keep very close tab on where their graduates attend college.

Acting under the instructions of the Commission on Secondary Schools, a report was sought for every student regardless of the type of institution he was attending. These reports were for the first quarter or first semester of each student's freshman year. Perhaps a report for the entire year's work would be better, but experience has taught us that we cannot get the data if we wait until the end of the session when the colleges are closed and many of the registrars are away on vacation. For that reason, the quarter or semester basis is used.

It was felt advisable to classify higher institutions where students attended so as to study failures by types of higher institutions. In doing this six classes

of institutions are employed. This classification was arrived at by following the authorized lists of institutions issued by the Association of Colleges and Secondary Schools of the Southern States, and by the U. S. Bureau of Education, Bulletin No. 30, 1922, entitled "Accredited Higher Institutions." As is seen at a glance at Table II, all institutions of higher learning are cut into two large subdivisions; namely, those in the Southern territory, and those outside of the Southern territory. The following classification was used:

A. All higher institutions that are members of the Southern Association.

B. All institutions of higher learning in the Southern Association territory that are not members of the Association, but whose graduates are accepted as teachers in the secondary schools accredited by the Southern Commission.

C. All other four year colleges, junior colleges, normal schools, business colleges, etc., in the Southern Association territory.

A', B', C'. All institutions of higher learning outside of Southern Association territory classified as A, B, and C colleges above.

As seen in Table II, this report gives the number of semester hours passed and failed by pupils of each secondary school, in English, French, History, Latin, Mathematics, Science and Spanish. All other courses pursued by these Freshmen not included in the seven studies enumerated above, are put under the heading "other subjects." The per cent of semester hours failed is not to be confused with the number of courses pursued failed, as used in former reports. One deals with the courses failed, and the other deals with the semester hours failed.

Table II, which carries detailed data for each school, is self-explanatory. For purposes of comparative study, this table shows whether schools are public or private, built on a seven or eight grade elementary school, in what studies failures occur, and what type of higher institution the students attend. Table II follows:

ALABAMA (Continued)

YEAR	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number entered college	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges				Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Pct Cent Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
1925-26	ALABAMA																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

ALABAMA (Continued)

[illegible]

FLORIDA

YEAR	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges						Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
1925 - 26	FLORIDA																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									

FLORIDA (Continued)

[illegible]

FLORIDA (Continued)

14875

NAME OF SECONDARY SCHOOL	YEAR	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in					Semester Hours Passed in Colleges					Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
								Number Courses Passed										Number Courses Failed					English					French					Latin					Mathematics					Science					Spanish					Other Subjects					Total Semester Hours Passed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	

64875

(154)

NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in			Semester Hours Passed in			Semester Hours Failed in											
								Semester Hours Passed in										Semester Hours Failed in			Semester Hours Passed in			Semester Hours Failed in											
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Per Cent Semester Hours Passed	In Southern Association Territory	Outside Southern Association Territory	Outside Southern Association Territory						
Dawson High School	7 P	145	32	18	12	2	2	28	20	6	15	19	35	5	68	196	3	5	3	5	20	17	8	69	2,937	31	45	15	57	12					
Deatur High School	8 P	392	103	74	22	12	18	69	24	5	12	30	64	34	222	465	13	11	5	3	11	9	3	2	38	10,195	30	15	18	20					
Dublin High School	7 P	321	47	16	16	5	9	35	17	17	3	15	40	31	10	240	8	5	3	6	3	6	3	18	8,915	27		15	3						
Elberton High School	7 P	216	23	12	3	5	5	26	16	12	3	33	27	9	59	185	6	3	3	3	3	3	3	3	18	8,915	27		15	3					
Emmanuel Co. Inst., Graymont Summit	8 P	132	34	2	2	0	0	6				8	22	36											0	36									
Emory Univ. Acad., Oxford	7 P	176	24	17	20	8	12	32	32		5	43	37	9	107	265	3	3	3	3	3	3	3	3	54	16,928	6		42	12					
Fitzgerald High School	7 P	223	18	2	2	2	3	4	3			3			5	15									18	54.5	3	12	15	3					
Fort Valley High School	7 P	165	31	17	17	5	7	43	25	9	9	55	31	11	64	247	3								22	8,123	17		22						
Fulton Co. H. S., Atlanta	7 P	680	65	21	15	5	7	44	11	11	11	27	38	13	80	235	6	3	3	3	3	3	3	3	22	8,622	14		22						
Gainesville High School	7 P	333	48	33	32	4	7	69	39	47	18	39	75	46	144	477	6	3	3	3	3	3	3	3	24	4,820	24	27	15	9					
Georgia Military Acad., College Park	8 P	210	40	20	17	13	35	24	10	4	23	25	11	71	174	21	12	8	26	24	23	7	121	11	174			104	16						
Georgia Mil. Col., Milledgeville	7 P	220	42	13	11	8	18	14	3	11	5	20	66	119	11	7									53	30.8	85	26	14	8					
Girls High School, Atlanta	7 P	766	225	75	41	6	10	110	48	56	40	52	59	34	160	569	2	2	2	3	7	7	7	7	23	3,926	163	138	3	6					
Glynn Academy, Brunswick	7 P	349	38	20	16	3	3	39	17	18	9	15	41	3	106	248	3	3	3	3	3	3	3	3	8				19						
Greensboro High School	7 P	127	24	14	6	2	4	5	9	5	4	2	8	3	44	84	4								6	14	3	6	38	11	5				
Griffin High School	7 P	376	48	25	8	11	69	18	20	14	37	72	16	146	392	3	3	3	3	3	3	3	3	3	9	7	3	28	9.1	177	75	27	16	12	
Hartwell High School	7 P	187	60	27	19	5	8	39	23	28	6	19	48	9	101	279	3	3	3	3	3	3	3	3	3	9	7	3	28	9.1	177	75	27	16	12
Hawkinsville High School	7 P	120	24	15	7	0	0	15	6	2	6	30	66	126											0	92	16	17							
LaGrange High School	7 P	355	74	37	25	13	22	62	28	15	15	38	57	6	85	306	16	23	3	11	5	3	4	4	64	17,315	166		30	34					
Lavonia High School	7 P	134	18	13	9	4	5	22	18	11	3	13	10	48	126										3	5	5	13	9.4	72	44	10	8	2	
Locust Grove Institute	7 P	163	33	21	11	24	41	9	29		30	21	12	102	245	20	3	2	8	15	6	22	76	23	72	10	31	4	60	16					
Lanier Girls' High School, Macon	7 P	570	97	56	41	8	10	108	50	92	51	41	58	152	603	8	5	4	9	4	4	4	9	30	4	7	506	70	27	21	3	6			
Lanier Boys' High School, Macon	7 P	448	87	44	36	11	21	95	32	32	124	68	131	503	4										84	14	3	493	25	56	28				
Lacy Cobb High School, Athens	7 P	44	20	16	13	2	4	35	24	19	22	30	3	24	179	6	3	3	3	3	3	3	3	3	12	6	2	28	151	3	9				
Madison High School	7 P	97	21	6	7	1	1	17	8		20	20	51	116											3	2	5	89	13	14	3				
Marietta High School	7 P	315	48	17	11	2	4	30	23	19	8	22	16	13	143	6	3	3	3	3	3	3	3	3	6	15	9	5	61	57	26	15			
Marist High School, Atlanta	8 P	156	26	11	5	3	8	11			3	5	2	39	60	3	5									36	37	6	60		26				

GEORGIA (Continued)

NAME OF SECONDARY SCHOOL	YEAR	Public or Private	Total Enrollment	Number Graduated	Number entered college	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges										Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Per Cent Semester Hours Passed	Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
																											A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
Metter High School	7 P	109	17	3	1	1	2	3				2			4	9							5			2		7	2.5	9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								

44025

(157)

KENTUCKY

NAME OF SECONDARY SCHOOL	YEAR	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges				Semester Hours Failed in Colleges			
		Semester Hours Passed in										Semester Hours Failed in										In Southern Association Territory		Outside Southern Association Territory		In Southern Association Territory		Outside Southern Association Territory	
		English	French	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	A	B	C	A'	B'	C'	A'	B'	C'		
Achorage High School	8 P	150	17	5	4	2	4	6	0	9	3	8	5	18	49	6	1219.7	49							12				
Ashland Senior High School	8 P	440	69	32	29	15	25	59	4	14	6	29	82	12	158	364	7116.2	1241.67	18	55					37	19	16		
J. M. Atherton H. S., Louisville	8 P	1035	103	61	54	6	169	64	121	11	136	65	17	218	801	3	22	2.7	350	344	107				15	7			
Augusta Tilghman H. S., Paducah	8 P	664	67	22	16	7	11	44	3	6	3	29	24	5	94	208	3614.8	133	29	6	40				24	4	8		
Barret Manual Tr. H. S., Henderson	8 P	346	53	25	7	3	6	26	5	5	5	24	31	96	3	1	1614.2	64			16				16				
Beaver Dam High School	8 P	108	18	5	4	0	0	11	7	3	8	16	30	75			0	60			15								
Bellevue High School, Newport	8 P	148	13	2	1	0	0	4	4		3	4	1	16			0				16								
Berea Academy High School	8 Pr	497	89	48	46	12	20	89	104	52	3	45	176	8	174	649	11	4	54	7.7	96	542	11		21	2			
Bethel Academy, Wilmore	8 Pr	257	51	35	27	15	22	78	3	56	9	61	15	106	328	9	12	68	6.5	328				68					
Bourbon Co. H. S., Millersburg	8 P	106	23	11	6	4	5	15		5	15	21	27	83	3	6	19	13.6	51	32				19					
Bowling Green High School	8 P	371	56	41	24	7	11	72	14	27	17	23	27	4	130	314	11	3	6					24		6			
Boys' High School, Louisville	8 P	1666	217	144	91	23	36	233	79	120	31	176	197	60	411	306	26	6	9	35	22			100		24			
Butler High School, Princeton	8 P	243	24	9	6	2	6	14	9		3	8	10	40	84	3	3	10	5	2	23	21.8	22	18	44		15		
Carlisle High School	8 P	100	21	7	5	2	3	15	10	13	3	10	15	66	3	3	9	12.4	44	10	2			6		3			
Carrollton High School	8 P	113	18	4	2	1	3	6	6		6	7	25	3			8	24.2	25					8					
Cattlettsburg High School	8 P	164	22	7	6	2	4	16	11	13	9	19	28	92	3	8	14	13.2	25	16	51			14					
Corbin High School	8 P	57	10	6	2	0	0	7	4		8	3	10	32			0	16											
Cynthiana High School	8 P	197	31	21	9	1	1	36	21	18	26	20	9	23	159	3	3	2	1.9	143	16			3					
Darville High School	8 P	195	40	28	23	3	5	74	28	19	8	63	68	51	360	6	5	17	4.8	162	45	18		3		14			
Dayton High School	8 P	163	23	7	2	1	1	5			3	8	7	23			4	14.8								4			
Du Pont Man. Tr. H. S., Louisville	8 P	1156	68	27	8	0	0	26		9	38	21	5	56	155			0	101										
Elizabethtown High School	8 P	179	32	14	8	4	7	24	4	12	16	24	5	34	115	3	6	4	6	1	20	14.8	98	17		20			
Frankfort High School	8 P	247	51	30	18	7	16	50	24	30	3	24	32	6	52	232	6	10	20	3	6	51	13.1	158		44			
Franklin High School	8 P	160	24	12	5	0	0	21	6	9	3	15	5	11	75			0				63	18		3	8			
Fulton High School	8 P	255	41	14	8	2	6	18	6	3	6	13	20	6	34	106	6	3	5	22	17.2	89	17		22				
Georgetown High School	8 P	154	39	26	1	1	2			2							6	27.5				10				6			

KENTUCKY (Continued)

[illegible]

KENTUCKY (Continued)

[illegible]

LOUISIANA

1925

NAME OF SECONDARY SCHOOL	STATE	YEAR	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in College						Semester Hours Failed in College																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	A	H	C	A	H	C	A	H	C	A	H	C																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
Aeite High School			7 P	120	28	17	6	2	6	15	6	5	12	11	34	83	3	823.2	54	29																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							

477

(162)

LOUISIANA (Continued)

NAME OF SECONDARY SCHOOL	YEAR	1925 - 26	STATE	Louisiana	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
					Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed										Semester Hours Failed										Semester Hours Passed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
												English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Territory	Outside Southern Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
Ponchatoula High School	7 P	165	13	1	0	0	3	3	3	3	3	3	3	3	3	3	3	3	3	2	19	3	3	3	3	3	3	3	2390.2	36	16																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

[illegible]

MISSISSIPPI (Continued)

[illegible]

NORTH CAROLINA

[illegible]

NORTH CAROLINA (Continued)

YEAR	STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Failed in Colleges												
					Number Reported	Number Failed	Number Courses Failed	Semester Hours Passed in										Semester Hours Failed in Colleges																			
								Number entered college										In Southern Association Territory												Outside Southern Association Territory							
								Total Enrollment	Number Graduated	Number Reported	Number Failed	Number Courses Failed	English	French	History	Latin	Mathematics	Science	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Passed	A	B	C	A'	B'	C'	
1925-26	NORTH CAROLINA																																				
		Hamlet High School	7 P		224	33	20	16	10	20	41	15	8	9	13	33	5	74	198	9	11	9	27	10	9	75	27.5	73	76	42	60	11	4				
		Henderson City High School	7 P		230	37	22	16	6	12	47	40	23	6	21	13	10	62	212	12	12	3	11	4	6	36	14.6	115	30	4324	25	8	2				
		Hendersonville High School	7 P		324	44	17	11	3	3	36	12	21	3	11	29	47	159	3	3	5	4			12	7	70	30	59	7	6						
		Henrietta-Carolene H.S. Carolene	7 P		108	4	1	1	0	0	3						2	10	16						0												
		Hickory High School	7 P		328	39	21	24	6	15	30	6	15	11	25	9	41	137	9	3	14	3	14	3	14	6	5	54	28.3	94	42	45	9				
		High Point High School	7 P		700	109	66	58	26	43	157	65	07	6	47	110	56	146	694	12	11	19	3	31	24	38	8	157	18.4	203	54	436	10	12	44		
		Kinston High School	7 P		407	50	37	35	13	21	108	64	41	23	74	64	105	499	6	14	13	15	22	5	3	78	13.5	293	103	103	64	17	7				
		Laurinburg High School	7 P		153	25	20	18	6	10	47	32	25	18	32	32	50	247	3	5	8	8	3	13	37	13	186	18	73	20	7						
		Lenoir High School	7 P		235	40	26	21	9	15	50	21	28	30	22	21	108	281	12	8		6	6	9	6	47	14.3	56	52	48	126	11	10	14	12		
		Lexington High School	7 P		303	42	31	28	9	15	68	54	34	6	36	70	81	10	386	9	3	3	3	26	7	3	54	12.3	195	127	54	23	30	3			
		Lumberton High School	7 P		228	26	15	13	9	19	25	18	17	3	17	7	12	32	131	12	17	14	16	9	8	76	36.7	87	18	24	28	38					
		Mars Hill College H. S.	7 P		264	51	46	21	10	19	32	18	61	16	68	66	19	75	405	8	2	5	10	2	29	3	73	15.3	70	23	202	80	3	20			
		Monroe High School	7 P		254	63	42	27	11	17	80	51	39	12	40	45	81	347	6	11	9	3	3	18	3	56	13.9	278	15	54	41	15					
		Morganton High School	7 P		274	29	11	9	2	3	28	12	14	6	24	12	37	135	2					6		3	12	8.2	61	17	41	16	9	3			
		New Hanover H. S., Wilmington	7 P		1237	90	52	45	14	19	134	65	40	27	67	104	24	180	646	3	8	3	30	3	3	62	8.8	524	28	77	16	56	6				
		Newton High School	7 P		162	25	15	11	2	2	30	6	15	8	22	38	12	42	174	3	2					6	3.3	102	17		6						
		North Wilkesboro High School	7 P		103	11	6	4	8	14	7	5	4	7	8	3	21	66	2	3	3	3	6	3	7	25	27.5	29	28	9	15	4	6				
		Oak Ridge Institute	7 P		172	20	18	18	13	27	26	9	29	5	56	34	30	212	18	19	3	3	9	9	20	7	87	9.1	142	54	16	73	15				
		Oxford High School	7 P		234	45	25	24	13	28	55	24	44	6	18	56	2	76	282	9	7	9	14	14	6	15	74	20.8	170	10	102	47	8	19			
		Oxford Orphanage	7 P		91	8	6	2	2	8	5						2	7	3	6	6					2	23	73.3	7		23						
		Raeford High School	7 P		118	18	9	8	5	5	21	12	3	6	10	14	6	44	116	2	2																
		Raleigh High School	7 P		834	82	57	46	21	30	139	59	74	28	71	125	9	87	693	18	3	6	3	48	27	4	109	13.8	175	32	6232	2366	15				
		Reidsville High School	7 P		390	43	21	17	8	15	44	29	37	3	19	25	5	44	209	6	11	6	11	6		4	44	17.4	148	15	46	44					
		R. J. Reynolds H. S. Winston Salem	7 P		1374	130	58	43	16	28	142	68	76	77	104	81	23	177	748	9	3	6	15	22	21	5	95	11.3	597	121	20	64	17	14			
		Fineland school for Girls, Salisbury	7 P		140	33	21	6	3	9	15	9	8	3	21	77	6	3	6	3	1	25	34.5	38	10	25											
		Rich Square High School	7 P		94	19	10	20	7	14	45	13	30	2	18	58	9	05	275	12	3	3	3	8	12	6	47	14.6	55	63	160	1322	6				

NORTH CAROLINA (Continued)

YEAR	STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in College										Semester Hours Failed in College									
				Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in College										Semester Hours Failed in College									
				Public or Private	Total Enrollment	Number Graduated	Number outdied college	Number Reported	Number Failed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent	In Southern Territory	Outside Southern Territory	In Southern Territory	Outside Southern Territory											
1925-26	NORTH CAROLINA	Rockingham High School	7 P	340	40	15	15	6	9	29	31	20	6	18	39	5	44	202	5	2	6	48	9	6	25	14	8	169	33	35													
		Roanoke Rapids High School	7 P	361	18	15	16	9	11	41	21	21	16	37	10	88	213	9	10				2	2	33	13	4	58	76	79	1	21	7	5									
		Rocky Mount High School	7 P	518	35	22	16	4	5	41	24	26	6	36	25	78	237						3	3	15	5	9	95	69	72		9	6										
		Rutherford College High School	7 P	136	21	17	17	5	7	47	24	30	2	26	28	6	59	255						3	3	23	16	5	23	15	187		16	12									
		Rutherfordton-Spindale H. S.	7 P	185	20	14	13	6	12	36	20	12	6	13	22	18	40	167	9	11	8	4	7	2	41	19	7	65	70	32		26	15										
		Saint Mary's H. S., Raleigh	8 P	198	23	18	18	2	3	47	66	30	20	22	33	52	270	3					1	4	8	2	9	16	23	17		8											
		Salem Academy, Winston Salem	7 P	115	19	13	12	1	1	36	27	33	15	21	15	6	39	191						4	4	2	1	72	19		4												
		Salisbury High School	8 P	641	78	67	67	32	57	156	124	32	17	11	11	16	3	139	807	44	21	22	35	19	27	200	19	9	354	113	315	15	112	24	64								
		Scotland Neck High School	7 P	180	19	15	15	1	1	39	21	18	11	27	38		43	197	3							3	1	5	95	15	84		3										
		Selma High School	7 P	181	32	14	11	5	10	28	6	18	21	22		61	157	9	3				3	3	12	3	30	16	9	63	83		3	6	21								
		Shelby High School	7 P	432	71	27	22	14	23	57	19	40	3	22	32	6	90	259	3	11	13			5	12	86	24	9	190	41	26		72	12	2								
		Smithfield High School	7 P	218	22	15	14	6	12	38	28	6	3	22	31	6	53	187	3	12				8	12	1	39	17	3	110	48	29		16	20	3							
		Southern Pines High School	7 P	89	9	6	4	1	1	7	3	5	13	21	5	11	66							5	5	5	7	66			5												
		Spencer High School	7 P	36	21	21	21	21	21	30	54	12	9	41	51	8	72	247	13	6	5			23	8	15	78	24	61	85	101		43	23	12								
		State School for Blind, Raleigh	7 P	36	5	1	1	0	0	3	3	2				2	10													0		10											
		Statesville High School	7 P	392	53	33	27	8	13	88	36	30	3	61	51	34	88	291	3	5				15	3	3	16	45	1	37	69	146		29	1	15							
		Tarboro High School	7 P	162	32	21	18	11	26	47	29	12	6	28	7	50	179	9	9	11			28	30	8	15	110	88	2	140	15	23		97	3	10							
		Thomasville High School	7 P	229	39	25	23	12	23	59	18	53	3	22	40	19	54	268	6	8	8			3	27	9	16	4	81	23	228	104	36		67	11	3						
		Washington High School	7 P	313	33	17	17	6	9	57	22	37	6	25	32	10	72	261						3	13	3	6	5	30	10	3	85	99	77		19	5	6					
		West Durham High School	7 P	231	30	15	14	6	12	36	33	21	21	27		40	178	6	6	6			6	6	4	6	34	16	178		37												
		Wilson High School	8 P	320	29	29	29	4	7	51	20	12	11	35	49	8	72	258						3	6	3	6	4	22	7	9	180	18	60		22							
TOTAL-----				2085	1796	1564	648	1139																						174													

SOUTH CAROLINA

1925 - 25

NAME OF SECONDARY SCHOOL	YEAR	Grade in Elementary School	Public or Private	Total Enrollment	Number Withdrawn	Number Entered College	Number Reported	Number Failed	Semester Hours Failed in										Semester Hours Failed in Colleges													
									Breaker Hours Failed in										Per Cent Semester Hours Failed													
									English	French	Latin	Mathematics	Science	Other Subjects	Total Semester Hours Failed					In Eastern Association Territory					Outside Southern Association Territory							
Abbeville High School	7	P	210	45	27	24	6	15	66	45	27	15	57	63	3	82	358	9	9	18	9	45	11.1	233	95	30			12	15	18	
Anderson High School	7	P	280	49	35	35	20	41	81	64	54	16	87	69	147	518	24	6	19	51	37	6	142	11.5	266	146	90	16		68	48	22
Ashley Hall, Charleston	8	Pr	84	13	12	9	2	4	24	26	14	3	18	21	2	22	121	3	4	3	3	4	14	9.7	66	32	33			14		
Bailey Mil. Inst., Greenwood	7	P	119	28	19	9	5	10	27	14	14	20	32	16	123	8	11	3	6	3	1	32	20.6	103	20				32			
Bamberg High School	7	P	100	7	4	3	1	5	6	2	6	6	6	6	6	39	3	3	3	5	3	17	30.4	22	17				17			
Beaufort High School	7	P	146	25	15	12	6	15	21	21	12	21	20	35	133	15	3	8	11	24	64	25.5	91	42				46	18			
Bennettsville High School	7	P	184	28	25	19	9	16	50	34	15	12	30	33	18	72	284	9	6	8	4	48	10.5	191	30	32	11		32	6	4	
Burroughs High School, Conway	7	P	153	18	10	9	4	7	23	15	6	14	26	3	121	6	6	6	6	1	19	13.6	109	12				16	3			
Camden High School	7	P	247	27	18	16	5	20	39	34	16	7	54	41	68	261	15	9	12	11	9	6	62	19.2	261			62				
Carlisle School, Bamberg	7	P	139	18	17	17	12	40	14	13	19	7	32	11	5	61	165	27	19	6	13	24	6	8	28	131	44.3	115	50		125	6
Charleston High School	7	P	559	46	41	33	14	36	66	36	51	24	93	80	9	64	423	27	13	24	12	15	15	10	116	51.5	264	59		116		
Cheraw High School	7	P	112	22	20	14	1	2	44	23	17	3	35	38	3	55	224	3	3	3	3	3	6	2	6	182	19	23		6		
Chester High School	7	P	327	70	47	37	21	43	86	64	30	71	84	109	464	21	32	9	3	39	25	21	150	24.4	319	94	39	12	101	37	9	
Clinton High School	7	P	175	26	19	13	2	3	33	30	3	9	30	34	47	156	3	3	3	1	7	3.6	72	102	12			7				
Columbia High School	7	P	1234	143	95	88	23	33	270	153	180	30	246	50	87	352	492	9	6	15	18	38	9	12	107	6.8	336	140	17	107		
Denmark High School	7	P	88	17	12	9	7	20	15	9	3	17	20	6	16	86	12	9	3	6	11	3	22	66	23.4	86		66				
Essley High School	7	P	222	44	30	22	6	13	57	24	23	3	57	60	58	327	9	3	6	8	26	9.9	133	34	10			31		5		
Edgefield High School	7	P	90	15	8	3	7	24	6	3	24	6	3	18	27	29	110	6	3	5	7	22	16.7	92	18			19	3			
Florence High School	7	P	520	91	64	43	22	30	110	46	44	22	111	109	30	146	618	16	13	6	21	14	22	94	3.2	521	91	16	86	6		
Frank Evans H. S., Spartanburg	7	P	911	138	103	94	29	48	239	226	47	97	237	132	3	319	380	42	15	12	33	18	6	18	153	0.3	156	82	113	154	21	
Greenville High School	7	P	832	96	68	54	22	42	129	110	48	45	117	139	6	141	735	30	24	9	30	15	3	16	127	14.7	406	119		66	21	
Greenwood High School	7	P	390	62	51	45	12	23	125	63	69	16	138	112	3	156	636	12	23	14	9	3	14	79	0.2	334	295	17	50	28		
Greer High School	7	P	327	44	26	18	14	31	39	9	21	3	34	34	3	56	199	12	24	3	26	20	11	99	3.2	125	35	39	72	3	24	
Hartsville High School	7	P	209	30	25	21	10	19	48	31	21	15	36	36	3	43	299	12	9	6	15	7	7	56	1.6	220	39		56			
Houses Path High School	7	P	232	50	33	29	15	35	63	36	19	15	54	67	3	116	373	24	12	21	3	26	25	10	121	24.5	231	40	12	40	34	
Lake City High School	7	P	210	36	20	19	6	14	48	27	24	18	52	40	3	75	287	9	13	3	9	6	4	44	3.3	235	52		41	3		

SOUTH CAROLINA (Continued)

[illegible]

1925 - 26

NAME OF SECONDARY SCHOOL

NAME OF SECONDARY SCHOOL	Grades to Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Employed outside	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in College										Semester Hours Failed in College																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Battle Ground Academy, Franklin.	8 Pr	70	24	14	13	3	3	29	30	10	14	37	23	36	189		5	3	1	5	3	1	9	4	3	189																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

TENNESSEE (Continued)

YEAR 1925-26 STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Semester Hours Passed in								Semester Hours Failed in								Per Cent Semester Hours Failed		Semester Hours Passed in Colleges		Semester Hours Failed in Colleges																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Karns High School, Evington	8 P	112	22	3	3	1	2	9	6	2	6	10	3	6	42																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						

[illegible]

TEXAS

YEAR	STATE	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Semester Hours Passed in				Semester Hours Failed in								Semester Hours Passed in Colleges			Semester Hours Failed in Colleges																	
					Total Enrollment	Number Graduated	Number Reported	Number Failed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Total Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory															
1925-26	TEXAS															A	B	C	A	B	C	A	B	C	A	B	C										
		Abilene High School	7 P	1120	147	81	77	24	34	206	12	122	44	123	106	69	334	1016	13	31	8	17	133	1	6	97	65	249	15	10	08	15					
		Amarillo Senior High School	7 P	866	108	45	45	12	20	132	9	56	6	67	114	51	228	662	6	9	15	9	6	14	59	8	2	177	29	85	80	23	24	6			
		Austin High School	7 P	1923	377	174	74	104	207	402	58	216	14	233	103	132	415	1939	114	27	48	165	166	63	58	64	4	4	1824	73	26	166	35	2	6		
		Austin Academy of St. Edward's Univ.	7 Pr	127	33	15	2	2	5	3						3	3	9	3		12	11	26	4	9						26						
		Baylor College Academy, Belton	7 Pr	538	76	64	80	10	14	159	13	88	15	152	64	166	403	1061	28		13	16	6	6	63	5	6	189	28	15			23	40			
		Beaumont Senior High School	7 P	797	207	104	98	40	72	238	64	97	10	204	232	86	396	1327	42	6	30	3	23	78	29	36	247	15	7	380	2	19	14	117	10	20	
		South Park H. S., Beaumont	7 P	505	54	20	20	6	7	53		18		33	64	24	123	315	9		9	8	1	27	7	9	63	252				18	9				
		Belton High School	7 P	344	66	42	18	8	17	52		17	3	31	30	16	48	199	5		5	15	27	6	7	60	23	2	133	20	46	55	5				
		Big Spring High School	7 P	300	45	22	20	7	14	43	16	20		12	29	16	116	258	9	3	12	15	3	1	43	4	3	107	61	90	10	33					
		Bonham High School	7 P	327	33	20	16	5	5	47	13	21	10		8	29	24	67	219		3	5	3	1	12	5	2	164	23	15	15	9	3				
		Brady High School	7 P	139	23	10	7	4	6	17		5		28	17	8	18	93	4		11	4	19	16	9	47	33	13			15	4					
		Breckenridge High School	7 P	545	58	20	17	-4	6	50		18		33	48	9	107	265	3	5	14	22	7	7	46	38	02	9			34	5	17				
		Brenham High School	7 P	150	28	19	8	4	10	21	6	6		18	19	9	32	111	6	3	6	12	7	24	23	4	111					34					
		Brownwood High School	7 P	383	107	75	57	19	25	193	17	46	3	64	21	59	208	611	24	3	13	13	14	3	24	109	15	1	385	07	66	7	64	33			
		Bryan High School	7 P	271	45	22	32	0	12	75	12	43	3	73	103	41	161	517	14	3	13	13	11	3	43	7	7	411	06	43							
		Allen Academy, Bryan	7 Pr	180	23	17	9	2	5	21		12	3	21	18	15	33	133	3	3	6	3	8	3	17	1	3	105	28		12	5					
		Barkburnett High School	7 P	305	34	15	14	8	14	40	6	23		14	16	3	63	165	6	9		9	8	11	3	46	21	8	65	25	75	6	10	30			
		Caldwell High School	7 P	106	43	20	18	12	16	46		17	20	18	11	87	199		6	8	5	12	5	22	56	22	6	161	5	32	45	13					
		Calvert High School	7 P	94	13	8	7	3	5	16	3	13	22	4	6	36	100	3	3	3	4	5	18	15	3	91		9				12	6				
		C. H. Yoe High School, Cameron	7 P	320	63	40	25	12	26	79	3	26	9	20	82	37	507	484	24	3	3	13	12	2	24	87	15	2	378	63	43	72	15				
		Cisco High School	7 P	521	44	24	19	11	19	41	3	21	21	20	24	89	219		9	6	12	6	5	17	55	20	1	0	271	32	14	5	36				
		Cleburne High School	7 P	601	76	32	32	10	14	92	9	44	15	56	04	21	135	453	6	7	6	9	9	3	5	43	8	7	392	45	6	10	30	7	3		
		Corpus Christi High School	7 P	383	53	23	18	7	11	53	6	15	12	26	25	22	91	250	3	6		6	13	3	5	36	12	6	96	124	26	16	23	13			
		Coleman High School	7 P	270	43	30	22	3	3	67	20	23	3	37	47	22	91	326	3	5		5		3	11	3	3	153	146	27			8	3			
		Corsicana High School	7 P	656	94	35	35	14	20	93	17	47	68	55	47	156	483	9	3	21	14	3	16	66	12	3	357	81	34	12			57	9			
		Cuero High School	7 P	167	30	17	14	5	7	38		14	36	36	17	63	209	7			14	3	2	26	11	1	135	30	44			23	3				

5201

(175)

TEXAS (Continued)

1605

YEAR
1925-26
STATE

TEXAS

NAME OF SECONDARY SCHOOL

Public or Private

Total Enrollment

Number Graduated

Number Reported

Number Courses Failed

Semester Hours Passed in

Semester Hours Failed in

Semester Hours Passed in College

Semester Hours Failed in College

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

In Southern Association Territory

Outside Southern Association Territory

NAME OF SECONDARY SCHOOL	YEAR	STATE	TEXAS	NAME OF SECONDARY SCHOOL	Grades in Elementary School	Public or Private	Total Enrollment	Number Graduated	Number entered college	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Semester Hours Passed in Colleges										Semester Hours Failed in Colleges									
												English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Per Cent Semester Hours Failed	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory	In Southern Association Territory	Outside Southern Association Territory															
Navasota High School	1925-26	7 P	186	49	31	23	18	19	54	20	36	22	63	14	85	294	20	3	2	31	11	8	6	81	22.2	46	26	75	6																						
Orange High School	1925-26	7 P	520	32	18	19	4	55	14	31	35	35	19	88	277				3	3	6	12	4.2	218	20	84	15	7	5																						
Ozona High School	1925-26	7 P	63	8	6	4	2	16	3	8	8	3		18	56								6	9.7	26	30	6																								
Palestine High School	1925-26	7 P	486	74	39	31	13	32	94	16	26	39	71	27	127	410	10		3	26	40	6	13	108	20.4	218	65	27	82	20	6																				
Panhandle High School	1925-26	7 P	107	9	7	3	2	5	6	5	6	6		3	10	36				6	5	3	1	15	2.9	16	15	5		6		9																			
Pittsburg High School	1925-26	7 P	149	22	11	8	2	4	21	12	6	17	8	5	48	117	3	3		5			2	13	10				13																						
Pharr-San Juan High School	1925-26	7 P	162	27	12	7	2	3	19		13	11	12	11	27	93	3		6					9	8.8	63	15	15																							
Plainview High School	1925-26	7 P	526	75	49	47	12	15	178	18	27	5	103	80	49	207	667	26	6		3	8	9	13	65	8.9	57	99	15	12	6	47																			
Port Arthur High School	1925-26	7 P	1373	165	100	32	17	31	69	40	20	4	45	16	6	77	377	21	6		36	21	9	8	101	21.1	253	30	81	13	86	12	3																		
Quanah High School	1925-26	7 P	352	50	18	17	8	17	38		18	3	23	28	20	51	180	15	6					9	8	20	61	25.3	66	63	94	17	34	12	15																
Rosebud High School	1925-26	7 P	137	34	23	12	5	10	30	3	12	16	11	23	43	138	11		3	6	4	3	7	34	19.8	98	40		29	5																					
Rosenberg High School	1925-26	7 P	100	20	10	5	3	6	12	3	6	6	11	6	15	59	3		3	3	6	3		18	23.4	47	12		15		3																				
Acad. of Incarnate Word, San Antonio	1925-26	7 P	110	18	8	8	1	2	26		6	3	9	22	19	23	108		3				3	6	5.2	81	13		14	6																					
Academy of Westmoreland College, San Antonio	1925-26	7 P	88	17	13	4	8	35	6	17	7	18	8	18	55	161	3	3	4	10			3	26	13.9	48	113		16		10																				
Breckenridge High School, San Antonio	1925-26	7 P	1709	315	97	100	27	82	331	37	72	25	218	22	37	369	419	34	3	11	73	70		23	214	15.1	1125	75	219	214																					
Main Avenue High School, San Antonio	1925-26	7 P	1474	264	228	152	41	59	415	85	154	36	257	278	31	400	756	29	8	3	75	53	12	47	232	11.7	317	45	575	19	205	27																			
Academy Our Lady of the Lake, San Antonio	1925-26	7 P	103	18	11	9	3	4	21	3	12	6	3	12	3	57	117	3					6	5	12	9.3	105	12		9	3																				
San Angelo High School	1925-26	7 P	483	61	29	13	5	6	60	4	32	7	36	28	21	94	282		3	9			18	6	131	24	27		12	3	3																				
San Antonio Academy	1925-26	7 P	150	34	26	25	13	23	65	3	15	3	56	12	21	46	321	13	4	3	12	22	9	20	83	20.5	283		15	70	13																				
San Benito High School	1925-26	7 P	209	55	18	16	7	11	38	11	18	31	20	17	59	195	6	6	9	11	6		3	16.3	104	46	45		16		22																				
San Marcos Baptist Academy	1925-26	7 P	347	61	50	37	15	28	90	18	55	14	54	65	31	139	468	15	11	5	33	36	3	7	115	19.7	275	56	127	10	78	15	18	4																	
San Marcos High School	1925-26	7 P	233	31	26	28	9	10	67	48	9	15	67	25	119	350	3		6	6	6	9	30	7.9	320	25	5		30																						
Sherman High School	1925-26	7 P	838	124	80	67	28	50	186	74	44	12	14	154	45	296	954	24	6	3	44	31	21	40	172	15.3	373	561	16	4	52	99	11	10																	
Sour Lake High School	1925-26	7 P	348	64	21	18	10	21	41	12	17	22	43	12	80	226	13			18	32	3	10	76	25.4	164	30	9	23	63	6	7																			
Taylor High School	1925-26	7 P	338	43	22	16	9	15	36	14	21	20	40	9	43	183	9		16	6	9	6	48	20.8	114	15	54		48																						
Temple High School	1925-26	7 P	715	94	54	47	19	27	98	24	56	14	78	90	44	206	610	14	8	20	26		15	83	11.9	350	220	30	75	6																					
Terrell High School	1925-26	7 P	340	83	18	15	5	11	41	7	12	3	46	34	6	70	219	6	3	9	7	3	4	32	12.7	146	27	46		32																					

TEXAS (Continued)

[illegible]

VIRGINIA

(179)

4425

(180)

In order to give the reader an idea of the size of the Southern high school, Table III was prepared. Without further comment it follows:

TABLE III.
SHOWING SECONDARY SCHOOLS OF THIS REPORT CLASSIFIED ACCORDING TO SIZE AND ENROLLMENT

STATE	No. Schools	Under 100	100-199	200-499	500-999	1000-1999	Over 2000
Alabama	54	5	19	24	1	4	1
Florida	76	28	21	21	4	2	0
Georgia	80	7	34	28	10	1	0
Kentucky	78	14	34	21	5	4	0
Louisiana	71	16	27	20	3	5	0
Mississippi	45	14	13	16	2	0	0
North Carolina	74	10	22	32	5	5	0
South Carolina	45	4	17	19	4	1	0
Tennessee	65	17	28	13	3	4	0
Texas	117	7	30	41	24	11	4
Virginia	49	9	23	6	6	3	2
TOTAL	754	131	268	241	67	40	7
Per Cent of Total		17.4	35.6	31.9	8	5.3	.9

It is seen at a glance that the Southern Association secondary schools are not large. Approximately one-sixth of them enroll less than 100 students; over one-third enroll between 100 and 200; approximately another third enroll between 500 and 1,000 and 6.2 per cent enroll over 1,000. Only 7 of the 754 schools represented in this study enroll over 2,000. These seven schools are found in three states—four in Texas, two in Virginia and one in Alabama. Eight Southern States do not have a single high school enrolling 2,000 pupils. It is evident that the South does not believe there is any special virtue in the large high school.

When the enrollment goes beyond twelve or fifteen hundred the tendency seems to be to divide the school into two. Dallas, Texas, is a good illustration of this tendency. Instead of having one huge central plant for several thousand pupils, the preceding Deans' Report shows it has four high schools ranging in size from 1,493 to 2,138 pupils. Birmingham, Houston, Jacksonville, Louisville, Atlanta and other cities in the Southern Association are following the same principle of organization.

To give the reader still further insight into the details of the report, Table IV is presented. It shows (a) the number of schools built on a seven or eight grade elementary school; (b) the number of public and private schools; (c) the number of students reported on from each State; (d) the number and percent of students enrolled in each type of institution of higher learning, and (e) the percentages of failures that occur in each type of higher institution. Table IV follows:

It is interesting to note that approximately one-half of the secondary schools are built on a seven or an eight grade school, and that the total enrollment for each is approximately the same.

16.9 per cent of all the secondary schools accredited by the Association are private and they enroll 9.4 per cent of all the pupils enrolled by all secondary schools of the Association.

Only 3.6 per cent of the secondary school graduates attend colleges outside the Southern Association territory. Nearly two-thirds attend higher institutions accredited by the Association and 78 per cent, over three-fourths, attend class A and B institutions.

Failure by class of institutions is also interesting. The percentages shade down from 16.1% in class A institutions to 10% in class B and 10% in Class C. Approximately the same condition exists among higher institutions outside the Southern Association territory. Here the drop is from 14% among class A institutions, to 11.3% for class B institutions, and 7.1% for C institutions. Since this report is concerned only with finding facts it cannot discuss why this condition exists. In passing, however, we would like to pause long enough to ask why is this fact true, and is it wholesome and justifiable?

Table V is presented to give the reader a birdseye view of the whole report. It shows the number of schools in the report, the total enrollment, number of graduates, number entering college, number reported on, number failed, number courses failed and per cent of courses failed.

Table V follows:

TABLE V.
SHOWING A GENERAL SUMMARY OF THE STUDY

	No. Schools	Total Enrollment	No. of Graduates	No. Entering College	No. Reported	No. Failed	No. Courses Failed	Percent Courses Failed
Grand Total	754	189,603	32,365	18,203	14,785	6,039	9,972	13.4
I. Type Secon. School								
a. Public	627	171,809	29,297	16,169	13,200	5,390	8,747	13.2
b. Private	127	17,794	3,068	2,034	1,585	649	1,225	15.4
II. Grades in Elem. Sch.								
a. Seven Grades	347	92,856	14,709	7,084	5,434	3,970	3,513	12.9
b. Eight Grades	407	96,747	17,656	11,119	9,351	2,069	6,459	13.8
III. Schools Classified as to Enrollment								
a. Under 100	131	9,273	1,531	942	734	297	557	15.1
b. 100 to 199	268	39,089	6,350	3,463	2,972	1,072	1,929	13.
c. 200 to 499	241	27,238	8,443	59,091	4,570	2,276	3,380	14.7
d. 500 to 999	67	43,975	6,175	3,177	2,619	962	1,682	12.8
d. Over 1,000	47	70,028	9,866	4,712	3,870	1,432	2,424	12.5
IV. Schools Classified in Other Groups								
a. Small High Schools under 200	399	48,362	7,881	4,405	3,706	1,369	2,486	13.4
b. Medium sized H. S., 200 to 499	241	27,238	8,443	5,909	4,590	2,276	3,380	14.7
c. Large High Schools, over 500	114	114,003	16,041	7,889	6,489	2,394	4,106	12.6

In order to make the study as helpful as possible, the three comparisons made in the last three reports are continued this year. They are as follows:

1. How do graduates of private secondary schools succeed in college as compared with graduates of public secondary schools?
2. How do graduates of secondary schools built on a seven grade elementary school succeed in college as compared with graduates of secondary schools built on eight grade elementary school?
3. Does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college?

To answer the first two of the queries, Table VI has been prepared. It follows:

TABLE VI.

SHOWING A COMPARISON OF THE PERCENTAGES OF COURSES FAILED IN HIGH SCHOOLS BUILT ON A SEVEN AND AN EIGHT GRADE ELEMENTARY SCHOOL; ALSO BETWEEN PUBLIC AND PRIVATE HIGH SCHOOLS.

YEARS	Grades in Elementary School		Type of Secondary School	
	7-Grade	8-Grade	Public	Private
1921-1922	12.8	12.2	11.9	17.
1922-1923	12.5	9.8	10.9	15.5
1923-1924	13.2	11.4	12.2	15.4
1924-1925	14.3	13.5	13.7	15.9
1925-1926	12.9	13.8	13.2	15.4
Arithmetic Average	13.1	12.1	12.4	15.8

Table VI shows that for five years the ratio of failures between public and private schools remains nearly constant. There seems to be a slight increase in the percentage of failures in public secondary schools and a slight decrease in the private schools over this five year period.

There does not seem to be any appreciable difference between the efficiency of the seven and eight grade elementary school as measured by this process. It leads one to wonder what is the right solution of the eleven or twelve grade school system. In Alabama, and some of the other southern states, for example, there is a tendency to add another grade. This is being done where the junior high school is established. Instead of adding a twelfth grade at the top, one is inserted into the junior high period. Of course, this movement is just in its infancy. Much is involved in this whole problem for in the final analysis the future of the junior high school development is vitally concerned.

To answer the third of these queries raised above, namely, does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college, Table VII has been prepared. The question is often asked, what is the most efficient size of high school? Many educators feel that the small high school with opportunity for personal touch is best, while others feel that the large cosmopolitan high school stands first. It is the purpose of Table VII below to see objectively which is best, if judged by the way the graduates succeed in college. Table VII follows:

TABLE VII.

SHOWING PERCENT OF COURSES FAILED FOR VARIOUS SIZE HIGH SCHOOLS

Size of High School	1921	1922	1923	1924	1925	Arith- metic Average
	1922	1923	1924	1925	1926	
Below 99	12.	11.5	12.	15.9	15.1	13.3
100-199	13.3	14.1	13.2	14.8	13.	13.7
200-499	11.	10.5	12.8	15.1	14.7	12.8
500-999	13.	12.3	11.2	12.9	12.8	12.4
1,000-3,335	14.	10.6	12.7	12.5	12.5	12.5
Small High Schools						
Under 200	13.1	12.6	12.9	15.	13.4	13.4
Medium High Schools						
200-499	11.	10.5	12.8	15.1	14.7	12.8
Large High Schools						
Over 500	13.6	11.4	12.1	12.7	12.6	12.5

A careful study of Table VII will show there is little difference in any of these groups. The average for five years is .3 per cent in favor of the large high school. This advantage is too small to be of any importance. On the whole, however, the advantage seems to lie in the direction of the larger secondary school. It is interesting to note in this connection that the report of the North Central Association similar to this shows the advantage decidedly in favor of the large high school. Their figures are as follows: Small high school 8.7 per cent; medium high school 8.6 per cent; and large high school 7.5 per cent. Perhaps a longer time is needed for comparison. Suffice it to say, however, that these facts are not in harmony with the opinions of many educators regarding the superior value of the large high school.

Table VIII shows the failures by subjects and by states. Table IX shows the comparative rank of each state over a five year period. Tables VIII and IX follow:

TABLE VIII

Showing Percentages of Semester Hours of Freshman Failures in Certain Subjects Classified by States. Fall Semester, 1925-26

STATES	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Average	Rank
Alabama	11.6	11.8	9.9	7.2	16.8	15.4	21.3	7.	12.6	2
Florida	14.4	21.8	8.3	9.3	25.7	16.4	13.6	9.3	14.9	6
Georgia	13.9	13.4	9.6	13.2	28.8	19.6	28.4	9.3	17.	10
Kentucky	9.5	9.	6.8	5.1	16.8	13.5	17.6	5.4	10.5	1
Louisiana	13.	20.5	13.7	14.2	26.7	21.1	15.9	6.2	16.4	8
Mississippi	11.1	13.4	7.1	12.	25.6	19.9	14.9	9.6	14.2	5
North Carolina	11.7	18.1	12.2	20.5	37.8	20.5	30.8	11.3	20.4	11
South Carolina	15.6	18.7	16.1	12.3	17.8	14.4	26.1	8.1	16.1	7
Tennessee	11.4	10.7	10.	9.	21.1	15.3	17.3	9.6	13.1	3
Texas	16.3	12.9	11.6	7.9	24.8	14.7	14.1	7.5	13.7	4
Virginia	15.5	15.6	15.6	12.8	21.	20.5	24.7	8.1	16.7	9
Average	13.1	15.1	10.7	11.2	23.9	17.4	20.4	8.3	15.	

TABLE IX

Showing Comparative Rank of Each State over a Five-Year Period of Failures

STATES	1921-22		1922-23		1923-24		1924-25		1925-26		5 years	
	% Courses Failed	State Rank	% Courses Failed	State Rank	% Courses Failed	State Rank	% Courses Failed	State Rank	% Courses Failed	State Rank	% Courses Failed	State Rank
Alabama	15.1	10	11.1	7	12.2	3	11.2	2	11.8	2	12.3	4
*Arkansas	**		7.8	2	7.2	1	**					
Florida	9.1	2	7.7	1	10.3	4	14.8	11	13.9	6	11.2	2
Georgia	13.1	6	15.9	11	13.8	11	14.5	8	15.6	10	14.6	10
Kentucky	11.8	3	**		9.3	2	10.7	1	9.9	1	10.4	1
Louisiana	17.	11	10.8	5	13.3	10	12.7	3	15.3	8	13.7	7
Mississippi	18.8	12	15.9	12	15.2	13	13.5	5	13.8	5	15.3	11
North Carolina	14.1	8	14.3	9	12.2	6	14.6	9	17.4	11	14.5	9
South Carolina	11.9	4	15.8	10	12.5	7	14.1	7	14.6	7	13.8	8
Tennessee	7.4	1	13.7	8	12.1	5	13.9	6	12.9	3	12.	3
Texas	13.1	7	10.2	4	12.8	8	14.7	10	13.4	4	12.8	5
Virginia	12.2	5	11.	6	14.4	12	14.9	12	15.4	9	13.6	6
*West Virginia	14.1	9	8.8	3	12.9	9	12.9	4				
Total for all States	12.6		11.4		12.6		13.8		14.		13.1	

*Withdrawn from Association

**No Report

PART II

FAILURE IN HIGHER INSTITUTIONS

One year ago Part II of this report was added. It consists of a study of freshmen failures from the standpoint of the institution of higher learning. The following quotation from last year's report will show why this phase was added: "For several years the secondary school men have been suggesting that a study be made of failures in higher institutions. Many of them have insisted that their reports depended very largely upon the particular higher institutions their graduates attended. Many have gone so far as to insist that if they had it in their power to select the higher institutions their graduates attended, they could practically eliminate their percentage of failures. They contended that there is practically no uniformity of grading among higher institutions and consequently that a criticism of the secondary school upon its failures is in many cases unfair."

This year the writer decided to go into this phase of the problem again in a small way and if it seemed advisable and profitable to extend the investigation in the future. With this thought in mind Table X has been prepared. The higher institutions have been alphabetized and listed. The first column gives the class of the institution to which each school has been assigned.

In the earlier part of the study, the various classes of institutions are explained. Of course, there is no authoritative classification. Since there is none, the writer takes full responsibility for the class arbitrarily assigned many institutions. He recognizes fully that it is imperfect.

The second column is incomplete due to the fact that many of the higher institutions failed to give these data.

With these explanations, Table X is presented:

TABLE X—Showing semester hours passed and failed in Higher Institutions. Fall semester, 1925-26.

NAME OF HIGHER INSTITUTION	YEAR	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Carried	Per Cent Semester Hours Failed																				
								Semester Hours Passed in										Semester Hours Failed in																															
								English					Mathematics					Science					Other Subjects							English					Mathematics					Science					Other Subjects				
								English	French	History	Latin	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	English	French	History			Latin	Mathematics	Science	Spanish	Other Subjects															
I. UNIVERSITIES																																																	
University of Alabama	A	2202	25410153	174				642225	196	27	59	402233	328	3645	76	30	20	3	149	56	108119	558	420318.2																										
Baylor University	A	224	3816.9	33				730235	210	75	39	300270	640	2958	75	5	25	5	70	6	25	30	240	1198	71.5																								
University of Chattanooga	A	392	71	3042.2	52			180133	78	60	71	138	43	154	859	24	40	6	4	30	10	20	46	180	1039	17.4																							
Cumberland University	C	19	1052.4	16				42	15	5	18	18	9	102	228	6	3	6	0	15	5	15	55	283	19.4																								
Dallas University	C	2	153.3	3				9	0	9	0	6	6	0	38	0	0	3	0	3	0	2	0	9	47	19.1																							
Duke University	A	147	53428	112				295126	168	57	283	344	15	532	1923	51	9	24	9	123	36	6	97	325	2251	4.4																							
Emory University	A	681	158	4830.3	70			190850	30	65	124	791	65	822	2021	45	60	10	0	30	117	0	1255	387	2408	16.1																							
University of Florida	A	1872	224204	2.9	393			803150	192	30	523	649	99	1626	426	422	1	33	9	22	4235	66	557	1232	549	622.4																							
Furman University	A	559	54	2240.7	58			13575	3	18	123	167	9	201	731	27	39	6	0	33	44	6	24	186	916	20.1																							
John Hopkins University	A	1892	4	250	2			12	4	9	0	9	15	0	4	53	0	0	0	0	0	0	0	10	15	68	2.0																						
University of Kentucky	A	245	9137	1163				586138	141	20	484	599	57	1551	3586	119	18	24	0	122	175	30	94	582	4237	3.8																							
Louisiana State University	A	158	0150	6126				350180	171	15	358	539	36	747	2406	78	30	42	0	88	137	12	68	455	2861	15.9																							
University of Louisville	A	111	2118.9	35				270120	210	9	203	215	57	361	1445	27	6	12	3	9	9	6	36	108	1653	6.4																							
Loyola University	C	17	741.1	11				64	12	30	12	20	40	15	87	280	0	0	3	0	12	5	3	26	49	339	4.4																						
Mercer University	A	84	418.2	71				194	65	108	6	187	60	77	240	1043	51	3	15	0	58	41	26	54	248	129	119.2																						
University of Mississippi	A	969	66	4956.9	99			159	85	135	25	153	229	26	340	1152	84	21	20	3	65	65	12	37	317	1469	21.6																						
University of North Carolina	A	224208	0.5	246				691460	588	45	579	602	200	333	3518	91	100	183	15	293	172	180	113	1249	4767	26.2																							
Oglethorpe University	C	262	74	473.5	92			110	26	22	4	34	58	32	396	684	36	4	12	4	14	52	18	122	262	910	28.7																						
University of Richmond	A	499	67	411.1	74			153	42	132	15	103	240	39	108	837	51	18	6	0	51	90	15	30	261	1098	11.3																						
Rice Institute	A	1272	249	9583	1174			660	98	239	0	588	196	297	743	330	75	21	45	0	123	271	60	12	613	4143	14.7																						
University of the South	A	51	0	0				105	27	30	15	75	89	125	147	614	0	0	0	0	0	0	0	0	0	614	0																						
University of South Carolina	A	161	75	6.4	127			470	116	324	42	358	441	118	538	2334	36	39	60	6	84	29	37	31	422	2958	4.2																						
Southern Methodist University	A	1970	214	1300.7	259			513	100	238	51	274	370	259	763	2882	120	48	120	18	153	123	33	96	711	3293	21.5																						
Southwestern University, Tenn.	A	402	79	240.3	44			207	60	222	51	132	95	45	31	1125	30	3	12	9	39	5	0	40	138	1263	10.8																						
Southwestern University, Tex.	A	26	822.2	16				56	50	58	5	86	25	75	112	561	9	0	6	0	25	5	16	0	59	620	9.3																						

TABLE X—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Carried	Per Cent Semester Hours Failed				
							Semester Hours Passed in										Semester Hours Failed in															
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed								
	Stetson University	B	58	1288.	17		194	36	13	35	61103	49	208	701	19	0	0	0	0	24	15	8	11	77	778	9.8						
	University of Tennessee	A	1740	213	8288	4189	510210	345	3	30063	2100	7352827	111	33	68	0	183167	51	80	643	347	18.8	80	643	347	18.8						
	University of Texas	A	60234	857	3645		1487198	773145	834158	614	1966819	378	66	120	1	620451	213	1708	919	883	322.8	1708	919	883	322.8							
	Texas Christian University	A	1069	186	854	56169	432117	189	9	30321	4219	6662216	111	21	27	0	108	60	48	96	471	268	71	268	71	7.5						
	Trinity University	A	246	22	33.8	3	66	35	15	14	16	76	9	109	340	6	4	0	0	4	3	0	11	351	3.1							
	Trinity University	A	18	103.3	18		42	12	5	0	15	38	21	75	212	12	6	18	8	6	56	263	28.9									
	Tulane University	A	2756	3281681	13223		804845	345223	481008	351	1854922	174	144	48	33	503345	66	1741	259	522	120.8	66	1741	259	522	120.8						
	Union University	B	5	240.	2		14	6	3	8	15	0	26	72	0	0	0	4	0	0	0	6	810.	0	6	810.						
	Vanderbilt University	A	1397	123	422.5	68	342168	84	72	394	408132	2271824	45	9	23	9	54	40	3	50	213	203	710.4	0	213	203	710.4					
	University of Virginia	A	2078	188	2767	3251	351120	66	54	234	663	87	2791354	132	63	78	6	163	402	24	128	1005	285	335.3	0	285	335.3					
	Washington & Lee University	A	121	6432	8125		235	66	232	27	233	360138	1741570	66	27	12	3	117	87	57	6	377	194	719.3	0	377	194	719.3				
II. COLLEGES																																
	Abilene Christian College	B	24	625.	6		71	0	23	10	35	19	20	165	353	5	0	0	0	5	5	0	14	29	233	7.5	0	29	233	7.5		
	Alabama College	A	665	91	2961	345	237	90	87	0	75207	9	7071412	27	18	3	0	21	17	9	36	131	1543	8.5	0	1543	8.5					
	All Saints College, Mississippi	C	5	0	0		27	24	3	3	0	48	108	0	0	0	0	0	0	0	0	0	0	103	0	103	0	0	103	0	0	
	Asbury College	B	23	1954.2	28		107	9	65	6	15	73	21	142	444	9	15	21	0	0	8	3	28	84	523	5.9	0	84	523	5.9		
	Ashley Hall College	C	15	0	0		2	0	0	0	0	0	0	14	17	0	0	0	0	0	0	0	0	0	17	0	17	0	0	17	0	0
	Athens Female College, Alabama	B	136	12	325.	5	33	33	119	22	6	0	34	147	3	0	0	0	8	6	0	17	164	10.7	0	164	10.7					
	Atlantic Christian College	C	149	30	0	0	33	9	5	0	9	23	0	35	111	0	0	0	0	0	0	0	0	0	111	0	111	0	0	111	0	0
	Austin College	B	386	59	2434.7	42	199	76	54	15	141	184	75	3231057	18	6	3	0	43	44	9	13	146	1203	12.1	0	1203	12.1				
	Averett College	C	74	19	1052.1	21	42	36	30	15	21	40	18	46	248	15	3	18	3	9	5	0	15	68	31621.5	0	68	31621.5	0	68	31621.5	
	Baylor College	B	1050	217	167.3	17	460105	320	40	371	193201	1642972	40	10	10	0	5	5	0	5	5	0	15	85	1057	2.7	0	85	1057	2.7		
	Belhaven College	B	301	22	1045.4	19	67	27	18	15	25	21	12	103	297	3	6	6	0	10	15	3	9	52	249	14.8	0	52	249	14.8		
	Berea College	B	46	1226.	16		83	00	69	3	33	170	8	172	647	4	16	0	0	4	5	13	6	48	698	6.9	0	48	698	6.9		
	Bessie Wirt College	B	325	48	714.2	9	135	84	87	9	60	135	54	142	712	12	0	9	0	3	0	0	3	27	729	3.6	0	27	729	3.6		
	Bethany College	A	315	2	0	0	6	0	3	0	0	4	0	15	31	0	0	0	0	0	0	0	0	0	31	0	31	0	0	31	0	0

TABLE X--(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Semester Hours Passed In										Semester Hours Failed In										Total Semester Hours Carried	Per Cent Semester Hours Failed								
								Semester Hours Passed In										Semester Hours Failed In																			
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed												
	Bethel College, Tennessee	C	122	3	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	53	0	53.0									
	Bethel College, Kentucky	C	3	2	66.6	3	9	3	0	9	12	0	3	42	0	3	0	0	0	0	0	0	0	0	3	9	51	17.6									
	Bethel Woman's College	C	79	14	94.4	10	39	21	24	6	7	16	8	43	164	0	6	0	0	0	0	0	0	0	0	5	40	204	19.6								
	Birmingham Southern College	A	879	178	76.3	0.56	463	21	369	307	882	121	96	2263	63	30	63	3	93	143	27	47	463	2332	16.5	0	31	0	0	0	0	0	0				
	Blackstone College	C	81	2	0	0	6	0	3	0	3	6	3	10	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Bluefield College	C	125	2	0	0	6	3	0	3	7	0	9	31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Blue Mountain College, Miss.	B	237	24	2	3.3	76	57	36	9	7	45	0	156	386	0	3	0	2	0	0	0	0	0	0	0	5	391	1.2	153	548	9.3	0	16	0		
	Brenau College	B	567	109	32.5	4.46	236	174	177	27	42	116	96	637	1495	45	3	42	6	32	3	22	5	391	1.2	153	548	9.3	0	16	0	0	0	0	0		
	Bridgewater College	A	186	1	0	0	3	3	0	0	3	4	0	3	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Burleson College	C	405	29	4	3.7	100	15	45	15	60	40	30	110	415	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	Carson Newman College	B	26	10	3	4	51	23	13	6	21	64	3	155	333	21	2	3	3	0	4	4	41	379	10.8	0	0	0	0	0	0	0	0	0	0	0	0
	Catawba College	C	130	43	19	4	93	102	84	3	66	104	0	83	535	30	6	0	9	12	3	22	82	61	713.2	0	204	1007	20.2	0	23	172	13.3	0	0	0	0
	Centenary College, Louisiana	C	473	60	35	3	150	39	72	36	9	22	70	27	116	803	27	39	12	9	66	30	21	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Centenary College, Tennessee	C	130	11	5	4.5	30	12	21	0	18	9	0	59	149	3	12	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Centre College	A	269	24	10	5.7	81	39	42	6	60	112	23	30	394	3	9	9	0	15	7	6	3	52	44	311.7	0	154	412	29.2	0	5	328	1.5			
	College of Charleston	A	225	23	18	4.4	48	39	39	24	51	49	0	9	283	30	12	36	20	24	4	13	13	154	412	29.2	0	5	328	1.5	0	6	138	4.3			
	Chicago College, South Carolina	B	250	23	2	8.6	66	69	6	12	51	39	0	50	323	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Chowan College	C	143	9	11	1.2	24	12	15	10	12	19	6	34	132	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Claremont College	C	2	183	3	2	9	3	3	6	0	6	9	43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Coker College	A	48	22	7	9.39	93	39	63	27	43	78	0	114	462	21	18	9	12	33	9	0	26	125	587	21.4	0	0	0	0	0	0	0	0	0	0	
	Columbia College	B	283	16	0	0	48	43	42	24	42	9	0	53	271	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Converse College	A	111	5	47	7.98	246	240	61	23	183	13	21	300	1412	87	32	0	30	66	16	0	28	262	674	15.6	0	0	0	0	0	0	0	0	0	0	
	Davenport College	C	66	16	4	25.6	39	27	15	0	33	15	27	85	241	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	David Lipscomb College	C	8	0	0	0	29	10	7	0	6	41	0	59	182	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Davidson College	A	639	102	48	47.81	294	102	0	60	220	75	93	593	1546	15	39	0	12	87	12	39	42	246	792	3.7	0	0	0	0	0	0	0	0	0	0	
	Due West Woman's College	C	206	24	11	5.0	57	63	0	39	33	36	0	74	202	9	3	0	0	33	0	0	4	49	351	12.9	0	0	0	0	0	0	0	0	0	0	0

TABLE X—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Semester Hours Passed in										Total Semester Hours Passed	Semester Hours Failed in							Total Semester Hours Failed	Per Cent Semester Hours Failed						
							Semester Hours Passed in											Semester Hours Failed in														
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French		History	Latin	Mathematics	Science	Spanish	Other Subjects									
	Elon College	B	37	821	6	13	105	33	12	0	30	30	27	246	483	3	6	3	0	0	6	6	18	42	525	0.						
	Emory and Henry College	A	488	10	0	0	35	10	10	0	25	10	10	30	130	0	0	0	0	0	0	0	0	0	130	0						
	Erskine College	C	149	15	426	8	45	6	36	12	39	47	0	51	236	0	6	0	6	0	0	0	13	25	261	9.5						
	Flora McDonald College	C	263	17	423	6	51	42	13	21	20	15	3	66	236	0	0	0	4	9	6	0	0	19	255	7.4						
	Florida State College for Women	A	1396	354	7320	4113	969	354	307	333	114	63	455	773	6173	81	78	30	12	6	30	62	34	334	5512	6.1						
	Gainesville Junior College, Tex.	C	23	313	6		60	0	51	3	45	42	21	54	276	9	0	3	0	0	0	0	6	18	294	4.5						
	Goucher College	A	1060	38	1026	15	105	9	108	24	9	87	33	60	525	9	6	6	0	12	9	3	45	570	7.2							
	Greensboro College	B	374	33	1645	31	84	54	75	12	57	72	13	100	472	15	9	3	0	33	12	2	86	558	15.4							
	Greenbrier College, W. Va.	C	3	256	2		10	0	7	0	6	0	3	8	34	0	3	0	0	0	0	0	6	40	15.							
	Greenville Woman's College	C	355	31	1651	35	57	66	8	51	39	72	0	51	344	27	21	3	3	33	12	0	3	102	446	23.						
	Grenada College	B	200	30	1033	14	67	60	66	9	45	33	57	28	395	3	6	3	6	12	0	6	42	427	9.8							
	Grubbs Vocational College	C	7	457	10		12	3	6	0	15	16	0	22	74	9	0	0	0	9	4	0	9	31	105	29.5						
	Gulford College	B	237	9	656	13	18	9	12	4	15	4	3	27	92	9	6	6	3	6	4	3	40	132	30.3							
	Hall Moody Junior College, Tenn.	C	83	3	0	0	9	0	8	4	6	12	0	12	51									51	0							
	Hammond Junior College, Louisiana	C	44	9	111	3	27	24	24	0	24	45	0	18	162	0	3	0	3	0	0	0	9	171	5.2							
	Hamilton College, Kentucky	C	65	11	218	3	33	31	27	7	8	16	3	29	154	6	0	0	0	0	0	3	0	9	163	5.5						
	Hamden Sidney College	A	231	27	1348	22	69	21	13	24	69	64	12	63	340	12	0	6	12	20	0	27	77	417	18.4							
	Hendrix College, Arkansas	B	266	1	1100	1	5	0	0	0	0	5	0	1	11	0	0	0	0	5	0	0	5	1631	2							
	High Point College	C	147	50	1423	66	108	60	84	3	21	99	24	112	500	3	6	3	3	8	15	3	44	912	4.8							
	Hillsboro Junior College, Texas	C	11	1	9	1	24	12	27	0	18	0	3	27	111	3								3	114	2.6						
	Hinds Co. Junior College, Miss.	B	347	67	3044	52	159	99	103	108	66	75	0	191	906	42	21	15	36	12	31	0	5	162	1068	15.1						
	Hollins College	A	712	98	29	36	273	22	171	84	225	37	15	145	1315	15	15	0	0	27	33	12	3	105	1420	7.3						
	Howard College	B	54	16	29	24	235	22	58	0	75	13	68	212	683	15	3	10	0	3	5	3	35	74	757	9.7						
	Howard Payne College	A	279	16	424	5	48	6	21	3	27	36	30	51	222	0	0	3	0	6	3	0	3	15	237	6.3						
	Incarinate Word College, Texas	A	281	34	1338	25	90	30	72	27	48	29	42	86	424	9	3	18	0	18	7	15	4	74	498	14.8						
	Judson College	C	450	57	1	1	120	21	90	0	45	54	49	288	667										2	670	.3					
	Junior College, El Paso, Texas																															

TABLE X—(Continued)

NAME OF HIGHER INSTITUTION	YEAR	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Carried	Per Cent Semester Hours Failed										
		Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	English																			
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects												
Junior College, Poplarville, Miss.		C	67	21	73.3	3		63	24	60	12	45	45	0	48	257		15	9					24	321	7.4	
Junior College, Weatherford, Tex.		C		1	0	0		3				3		6	15									15	0		
Kentucky Wesleyan College		B	350	40	717.4	10		228	123	42	12	54	11	33	48	660	6	3	3	0	5	6	3	30	690	4.3	
Lady of the Lake College		A	243	22	0	0		63	3	18	6	27	60	33	127	337								337	0		
La Grange College		B	150	27	1140.7	19		84	30	6	27	57	39	6	70	219	12	21	0	6	6	0	6	53	372	4.2	
Lander College		B		32	1680.	21		96	51	75	12	69	66	12	61	445	0	18	15	0	32	12	9	1	88	533	5.6
Lambuth College		C		8	120.	3		15	3	4	0	2	8	6	26	66	0	1	0	0	4	2	0	7	72	9.5	
Lenoir College		B	290	17	317.6	5		45	30	45	3	48	15	34	471	6	3	0	2	3	0	0	15	286	6.2		
Limestone College, S. C.		C	265	14	484.8	9		39	23	10	12	33	2	0	40	159	3	7	0	6	0	1	0	20	179	11.1	
Locust Grove College		C	25	1	1100.	4										5	5	5	5	5	5		20	20	100.		
Logan College, Ky.		C	57	6	0	0		24	6	6		4	20	6	32	98								98	0		
Lon Morris College		C	200	4	4100.	6		3	9	3	12	0	12	0	42	9	0	3	0	6	0	0	18	60	30.		
Louisburg College		C	242	2	0	0		6	3	6	0	2	0	3	9	30								30	0		
Louisiana College, Alexandria		C		2	2100.	3		3				3	3	9	18	3		3					9	27	3.3		
Louisiana College, Pineville		A	35	1181.4	17			81	45	23	12	75	90	30	102	468	15	15	15	9	3		57	625	9.1		
Lucey Cobb Institute		C	37	13	0	0		54	26	30	21	24	50	1	32	258	0	0	0	0	0	0	0	0	258	0	
Lynchburg College		B	244	21	523.8	10		57	46	24	6	72	35	6	65	311	3	3	3	0	7	4	4	27	338	7.9	
Marion Female College, Va.		C		7	342.8	3		14	13	14	0	0	13	0	10	64	0	0	0	0	1	0	1	3	67	4.4	
Marshall College,		C	1059	7	114.2	2		19	4	6	5	0	4	0	40	78	3						2	5	83	6.	
College of Marshall		C	170	15	320.	5		55	10	55	0	26	13	25	20	203	10						22	225	9.7		
Mars Hill Junior College		C	271	37	513.5	6		113	30	64	23	93	27	112	528	0	3	0	0	8	4	3	2	20	548	3.6	
Martha Washington College		C	179	13	323.	3		36	3	21	6	6	7	9	107	195	3						7	13	208	6.2	
Martin College, Pulaski, Tenn.		C		7	114.2	1		21	18	6	3	12	9	9	24	102							3	3	105	2.8	
Maryville College		A	706	68	3185.5	51		171	90	24	83	207	102	276	950	33	3	3	18	39	21	32	149	1099	13.5		
Mary Baldwin Seminary		C	20	210.	2			60	27	51	24	3	15	39	240	6							3	9	249	3.6	
McMurry College, Texas		C	340	17	244.1	5		45	6	13		30	42	36	60	231	3						3	12	243	4.9	

TABLE X—(Continued)

1402

NAME OF HIGHER INSTITUTION	YEAR	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Carried	Per Cent Semester Hours Failed				
								Semester Hours Passed in										Semester Hours Failed in															
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects									
Meredith College		A	50	3050.0	63			114	96	48	54	45	76	122	585	585	36	18	30	12	54	36			10	196	75126.						
Milligan College		B	213	11	436.3	4		18	6	6	12	24	74	144											12	12	156	7.6					
Millaps College		A	397	54	1010.7	18		159	114	147	105	134	26	42	111	839				3	6	12	29		9	59	898	6.5					
Mississippi College		A	505	36	1518.4	34		84	42	66	15	68	70	12	95	453	24			9	12	3	30	15	16	109	562	19.2					
Mississippi State Col. for Women		A	1220	136	4130.1	71		490	47	384	78	364	341	36	94	1789	49			36	16			3	75	24	227	20161.2					
Mississippi Synodical College		C	115	2	0	0		6	3	2	6	3	2	5	44												34	6					
Mitchell College		C	10	110.0	2			30	9	21		18	9	15	44	146							3	3			6	152	3.9				
Nazareth College		C	174	10	0	0		24	17	20	26	12	34	135														135	0				
Newberry College		B	300	13	0	0		52	27	42	40	60	15	3	13	252												252	0				
Newton Institute		C	17	1	0	0		3	2	2	3	3	4	15														15	0				
North Carolina Col. for Women		A	1666	164	8445.6	159		672	297	369	21	903	391	434	2353	58	60	67						0	9144	51	63	47223	616.7				
Oak Ridge Institute		C	1	1100.1	1								5	5	10													5	1533.3				
Ogden College		C	70	2	0	0		6	6			6	6		24													24	0				
Palmer College		C	18	5	240	4		15	12	3	6	16	6	12	70													12	82	14.6			
Parsons Junior College		C	170	1	0	0		5	5			5			15													15	0				
Peace Institute, Raleigh, N. C.		C	1	1100.1	1			3	3					5	11	3												3	1421.4				
Piedmont College		B	214	17	721.1	8		51	18	39	13	10	15	12	52	223										3	6	6	24	247	9.2		
Pikeville College		C	8	37.5	3			18	11	16		6	5	19	18	92												9	101	8.9			
Pineville College		C	1	1100.1	2			3							5	8												3	5	1650.			
Presbyterian College, Texas		C	95	8	0	0		24	15	2	0	12	3	6	51	114													114	0			
Queens College, N. C.		B	249	36	1433.8	20		99	69	7	47	96	33	21	164	536	9												66	602	10.9		
Randolph College		C	60	6	456.6	7		18	12			6	6	31	72														21	94	12.3		
Randolph Macon Womens College		A	841	24	5746.1	125		360	249	132	66	353	177	3	1591	9	12	18											3	3761	76721.2		
Richmond College		A	493	2	150.1	1		6	3			6	10	3	31														5	36	13.6		
Shenandoah College		B	257	23	1025.7	17		61	45	90	16	60	77	15	23	397	21												9	5	44	12.2	
Rollins College		B	325	25	936.1	12		57	23	35	8	29	24	35	111	322	18												3	8	38	360	10.5
Rutherford College		C	15	532.3	6			39	21	2	33	33	21		54	204	3												3	6	18	222	8.1

TABLE X—(Continued)

NAME OF HIGHER INSTITUTION	CLASS OF INSTITUTION	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Passed	Total Semester Hours Failed	Per Cent Semester Hours Failed						
						English										French													Other Subjects	Spanish		Total Semester Hours Passed	Total Semester Hours Failed	
						English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects													
Sacred Heart College, Ia.	C	20	3	0	0	9	9	9	12	18	57	18	18	57	57	9	9	9	9	9	9	9	9	9	9	9	9	9	9	57	0	0		
St. Agnes College, Tenn.	C	3	3	1	33.3	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	3	48	6.		
St. Bernard College, Ala.	C	26	6	3	11.5	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	9	104	9.6		
St. Catherine's College, Ky.	C	4	1	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	16	0	0			
College of St. Genieve, N. C.	C	1	1	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	19	0	0			
St. Mary's College, Texas	C	30	9	5	16.7	18	18	18	9	6	27	81	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	21	103	20.8		
St. Mary's College, N. C.	C	75	43	20	26.7	122	122	122	40	39	66	105	600	33	48	9	2	8	6	12	0	17	71	6	3	8	6	12	0	17	71	6.3		
Salem College, N. C.	A	299	59	18	6.0	156	94	117	84	94	36	24	194	803	12	12	24	6	24	6	24	6	24	6	24	6	24	6	24	94	697	10.4		
San Diego State College	B	805	1	0	0	3	0	0	0	4	5	3	11																	12	0	0		
Shenandoah College	C	49	9	0	0	27	9	21	6	3	27	33	126																	126	0	0		
Shorter College,	A	267	56	16	6.0	145	220	110	0	95	25	40	725	25	5	10	0	5	26	10	0	110	635	3.1										
Simmons College	B	316	62	20	6.3	176	0	135	41	113	47	43	262	854	25	25	30	30	15	13	141	965	14.6											
South Park Junior College, Texas	C	85	23	1	1.2	216	39	84	0	199	261	93	402	1294	39	6	15	0	6	45	12	8	131	1415	9.2									
Spring Hill College	A	147	31	9	6.1	123	21	11	18	69	116	53	252	668	0	3	0	0	32	12	4	51	719	7.										
Sue Bennett Memorial College	C	60	16	2	3.3	60	0	32	0	20	44	24	36	216																				
Sullins College	C	363	19	3	0.8	51	21	30	6	6	12	15	136	277																				
Sumnerland College	C	150	2	0	0	9	9	9	0	5	0	0	8	31																				
Sweetbriar College	A	435	40	14	3.2	111	102	90	61	54	103	51	564	9	18	16	6	6	9	0	7	70	634	11.										
Tennessee College	B	155	17	0	0	68	68	32	20	36	0	45	269																					
Tennessee Wesleyan College	C	125	11	1	0.8	26	15	0	0	20	55	0	68	194	0	0	0	5	0	0	0	5	199	2.5										
Texas Woman's College	B	300	32	9	3.0	81	15	26	23	24	29	13	218	454	15	9	3	0	6	9	6	12	60	514	1.6									
Union College, Ky.	C	5	0	0	0	15	18	9	3	2	16	15	78																					
Victoria Junior College, Texas	C	28	10	5	17.9	66	0	72	0	63	20	61	81	353	18	0	6	0	13	4	3	3	52	405	2.6									
Villa Madonna College	C	22	5	0	0	20	4	13	13	6	4	0	16	81																				
Virginia College	C	82	10	6	7.3	24	5	16	0	2	3	6	33	89	0	0	6	3	12	0	3	3	27	116	2.2									
Virginia Intermont College	C	363	28	9	2.5	81	45	33	3	40	44	12	93	356	0	9	15	0	16	12	0	1	53	409	2.9									

TABLE X—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Semester Hours Passed in												Semester Hours Failed in												Total Semester Hours Carried	Per Cent Semester Hours Failed
		Semester Hours Passed in						Semester Hours Failed in						Semester Hours Failed in													
		English	French	History	Latin	Mathematics	Spanish	Other Subjects	Total	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total									
	Virginia Military Institute	B	674	85	3136.4	56	172	113	179	9	334	51500	36	1096	34	7	22	0	59	6	57	0	1831	279	14.3		
	Wake Forest College	A	731	78	4051.2	74	192	84	33	35	15327	20	214	968	27	15	24	20	44	83	12	24	249	1217	20.4		
	Ward Belmont College	C	642	91	3593.4	55	285	153	114	12	87	83	81	345	1162	39	30	39	6	9	27	0	30	180	1342	13.4	
	Wayland Baptist College	C		21	516.1	6	135	10	15	5	85	40	35	105	430	20	0	0	0	5	0	10	35	465	7.5		
	Weaver College, Weaverville, N.C.	C	185	7	571.4	10	15	3	6	0	3	9	3	41	80	6	0	0	0	3	3	6	4	22	102	21.5	
	Wesleyan College	A	430	81	1513.5	19	225	147	198	129	63	61	78	174	1075	3	3	15	21	3	10	0	3	58	1133	5.1	
	Westhampton College	C	1012	63	3047.6	68	156	114	120	117	120	15	36	57	745	33	36	42	6	66	20	8	1	212	957	22.1	
	Westmoreland College	C	158	70	2028.5	25	204	78	108	9	102	123	11	213	948	6	12	3	0	45	4	3	6	79	1027	7.7	
	Wichita Falls Junior College	C	248	86	4350.	81	210	90	180	0	93	93	60	1000	1026	48	21	30	0	51	60	21	12	243	1269	19.	
	William and Mary College	A	1097	95	6052.6	86	189	78	171	39	219	111	36	158	1301	78	6	36	6	39	71	0	17	253	1316	11.6	
	Winthrop College	A	1736	278	7627.1	127	729	423	6156	726	542	27	1183	3843	102	120	0	6	39	60	3	54	384	232	9.1		
	Wofford College	A	498	63	2641.2	75	123	141	0	55	138	27	0	202	786	69	51	3	12	45	0	8	65	253	1028	24.3	
	Woman's College of Alabama	A	592	78	2025.6	33	204	73	153	18	159	4	75	322	1010	27	18	24	0	12	0	6	12	99	1100	9.	
	Young Harris College, Ga.	C	10	330.	3		30	21	30	6	15	3	0	24	129	0	0	0	0	3	0	0	6	9	138	6.5	
III																											
TEACHER TRAINING INSTITUTIONS																											
ALABAMA																											
	State Normal School, Florence	C	387	40	1230.	14	152	44	29	12	40	8	2	313	600	20	0	16	4	0	0	14	54	654	8.2		
	State Normal School, Livingston	C	370	2	0	0	8	0	8	0	8	0	0	12	36								36	0			
	State Normal School, Troy	C	268	45	2244.6	34	84	16	120	0	24	64	0	349	657	24	8	20	0	12	4	0	62	130	787	16.5	
GEORGIA																											
	State College for Women, Milledgeville	A	1045	164	3219.3	39	279	45	0	31	6	38	12	1858	2866	12	0	0	0	50	3	64	1374	1003	4.5		
	South Georgia Normal School, Valdosta	C		24	729.1	14	63	12	3	3	0	21	0	274	376	9	6	0	0	6	0	34	55	431	12.7		
KENTUCKY																											

TABLE X—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Failed	Total Semester Hours Carried	Per Cent Semester Hours Failed
							Semester Hours Passed in										Semester Hours Failed in												
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects						
	West Kentucky State Teachers College, Bowling Green.	C	42	1023.8	13	162	8	48	18	38	55	4	299	632	16	0	6	0	6	0	0	7	35	667	5.2				
	Kentucky State Normal School, Morehead	C	7	32.6	5	22	0	21	0	9	24	0	19	95	3	0	0	4	4	0	2	13	3240.6						
	Louisville Normal School	C	286	47	2	6.2	141	0	41	0	176	94	0	186	738	0	0	12	0	0	2	13	752	1.8					
	State Normal School, Murray	C	38	53.1	5	91	24	51	0	84	86	0	294	650	6	0	0	6	0	6	0	6	18	648	2.7				
	State Teachers College, Richmond	C	1184	68	2659	36	198	30	65	9	119	442	62	258	933	24	0	0	42	22	0	21	109	1092	10.				
	LOUISIANA																												
	Normal School, Grand Coteau	C	20	1	0	0	3	2	0	4	0	0	6	19										19	0				
	State Normal School, Natchitoches	B	1232	123	20	162	372	36	171	24	263	324	21	746	1963	6	0	12	3	28	16	0	12	75	2038	3.7			
	MARYLAND																												
	State Normal School, Baltimore	C	1	0	0									15	15									15	0				
	MISSISSIPPI																												
	Delta State Tea.Col., Cleveland	C	14	0	0		56	24	52	10	20	6	8	59	235									235	0				
	State Teachers Col.Hattiesburg	B	331	67	1116.4	17	183	51	68	32	38	62	40	356	820	18	9	0	0	8	0	23	64	884	7.2				
	NORTH CAROLINA																												
	Asheville Normal College	C	21	1	4.7	2	63	0	0	0	63	21	181	328							6	2	8	336	2.3				
	East Carolina Teachers College, Greenville	C	61	1024.4	26	183	6	166	6	70	167	6	43	11045	15	0	12	0	9	18	0	13	69	1114	6.2				
	TENNESSEE																												
	George Peabody College for Teachers, Nashville	A	46	1020.8	11	164	42	30	3	11126	13	326	714							0	0	0	20	36	740	4.7			
	Middle Tenn. State Normal School																												
	Murfreesboro	C	22	1329.	25	65	8	44	0	27	58	5	104	313	3	2	10	0	2	6	3	8	32	346	9.5				
	West Tennessee State Teachers College, Memphis	B	445	30	1136.4	19	82	18	54	12	27	79	27	124	426	22	6	3	3	6	4	0	20	62	489	12.8			

TABLE X—(Continued)

YEAR	NAME OF HIGHER INSTITUTION	Class of Institution	Total Enrollment	Number of Students Reported	Number of Students Failed	Per Cent of Students Failed	Number of Courses Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Carried	Per Cent Semester Hours Failed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed				
TEXAS																													
	Sul Ross State Normal College,	C	166	9	444.4	5		21	0	12	0	3	27	12	45	120	3	3	6	0	0	3	0	15	134	1.1			
	Alpine																												
	West Texas State Teachers Col.,	A	696	28	932.1	14		76	3	42	3	5	34	24	189	379	9	0	12	0	9	0	3	8	42	421	9.5		
	Canyon																												
	State Teachers College, Commerce	A	22	313.6	3			63	81	9	3	15	21	12	117	321	3	0	3	0	3	0	0	0	9	330	2.7		
	North Texas State Teachers Col.																												
	Denton	A	1400	65	1218.4	19		186	9	72	3	15	96	51	420	852	12	0	0	0	18	18	0	9	57	909	6.3		
	San Houston State Teachers Col.																												
	Huntsville	A	539	20	210.	2		72	3	24	0	15	42	21	117	294	3	0	0	0	0	0	0	3	6	300	2.		
	South Texas State Teachers Col.,																												
	Kingville	C	225	13	215.3	4		36	0	24	6	3	21	6	90	186	6	0	3	0	0	3	0	3	0	15	201	7.4	
	Stephen F. Austin State Teachers																												
	College, Nacogdoches	C	59	513.3	12			165	39	81	18	66	52	76	314	813	9	0	9	0	12	9	0	3	42	865	4.9		
	South Western State Teachers																												
	College, San Marcos	A	825	60	1423.3	18		180	0	96	15	18	96	51	351	807	6	0	0	0	9	27	6	42	90	897	10.		
VIRGINIA																													
	State Normal School, Farmville	C	922	146	3121.4	44		504	54	81	26	45	32	211	172	180	63	0	9	3	7	24	0	72	1732	358	7.5		
	State Normal School, Fredericks-																												
	burg	C	43	1125.4	14			114	12	30	3	6	0	44	620	21	0	3	0	0	0	0	0	25	49	669	7.3		
	State Normal School,																												
	Harrisonburg	C	712	65	842.3	11		171	24	108	0	15	172	3	477	970	18	0	6	3	0	0	4	31	1001	3.1			
	State Normal School,																												
	East Radford	C	21	0	0	0		63	0	15	0	0	36	0	177	291										291	0		
	Richmond Normal School	C	23	417.3	4			40	0	4	0	0	70	0	233	346	2	0	0	0	0	0	6	2	10	356	2.8		
IV																													
SCHOOLS OF TECHNOLOGY																													

TABLE X—(Continued)

NAME OF HIGHER INSTITUTION	YEAR	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Passed	Total Semester Hours Failed	Per Cent Semester Hours Failed		
		Fall					Spring					Fall					Spring									
		English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects									
A. & M. College, Mississippi		136	0	141	0	162	80	0	313	109	24	0	3	0	45	60	0	27	159	247	12	7				
A. & M. College, Texas		121	12	54	3	128	98	42	213	569	127	9	9	0	438	691	12	259	1445	71	10	2				
Alabama Polytechnic Institute	A	204	854	1,412	489	78	427	0	665	502	1,123	3390	105	21	14	0	107	108	0	97	442	832	11	5		
The Citadel	A	103	28	17	88	258	264	261	0	44	246	12	274	1760	51	42	48	0	75	60	0	18	294	2054	14	8
Clemson College	B	95	40	2	66	219	13	234	0	32	282	0	507	1550	63	0	33	0	65	56	0	25	243	1822	13	2
College of Industrial Arts	A	161	653	7830	4112	662	297	399	48	78	288	68	1485	425	69	24	36	0	28	135	30	37	379	804	9	9
Georgia School of Technology	A	1924	209	23159	3439	912	141	90	0	187	767	353	1372	5538	213	54	9	0	750	343	224	238	1829	7367	24	8
Georgia State College of Agr.	B	41	4	250	2	12	0	0	0	2	18	3	9	54	0	0	0	0	3	0	0	0	6	60	0	0
Louisiana Polytechnic Institute	B	850	24	4	12	5	55	0	19	6	36	53	3	75	252	3	0	0	3	6	0	0	15	267	5	6
North Texas Agricultural College	C	210	11	654	9	33	3	8	0	6	28	6	72	154	0	3	2	0	6	0	0	18	32	186	7	2
North Carolina State Col. of Agr.	B	131	53	404	68	339	12	21	0	37	504	6	600	2057	48	0	6	0	125	71	0	33	283	240	12	
Southwestern Ind. Industrial Institute	A	800	94	324	44	240	36	54	0	38	318	3	513	203	36	3	21	0	9	72	0	12	152	356	11	2
Tarleton Agr. Col., Texas	C	466	15	83	10	39	0	12	0	33	40	16	136	275	6	0	3	0	6	4	0	26	45	32	14	
Tennessee Polytechnic Institute	C	180	10	110	4	29	6	11	0	7	29	6	54	142	1	3	0	0	2	2	0	0	9	151	5	9
Texas Technological Institute	C	104	3203	7637	4109	522	42	189	3	48	601	35	591	1233	75	9	24	0	99	82	24	57	364	2597	12	6
Virginia Polytechnic Institute	A	1137	133	5440	4	326	12	137	6	559	436	0	633	2119	59	10	2	0	75	90	0	77	313	2432	2	9
V.																										
MISCELLANEOUS																										
Misc. (5)		56	163	2	27	137	63	118	20	120	78	84	158	805	27	3	2	8	30	21	3	4	99	804	10	9
VI.																										
SCHOOLS OUTSIDE THE TERRITORY OF THE SOUTHERN ASSOCIATION.																										
A' Schools (94)		440	158	533	4276	122	132	464	172	574	326	79	1894	6075	117	13	52	10	194	218	54	243	957	7072	14	
B' Schools (35)		29	620	4	15	92	41	24	25	58	52	17	93	405	11	11	3	6	3	9	4	5	52	4511	3	
C' Schools (30)		52	1121	1	16	155	94	64	25	56	135	59	139	792	6	8	0	9	17	10	11	61	853	7	1	
Total-----		409	1583	533	4276	1221	132	464	172	574	326	79	1894	6075	117	13	52	10	194	218	54	243	957	7072	14	

Total----- 409 Institutions

In making this study of failures by colleges an effort is made to ascertain:

1. Whether there is any uniformity among institutions regarding the proportion of freshmen who fail in one or more courses.

2. Whether there is any uniformity among institutions as to the proportion of freshmen that fail in the various courses (a) in the same institutions or (b) in different institutions.

3. Whether failures in one subject are greater than failures in other subjects in the same higher institution.

4. Whether there is any uniformity in the proportion of failures occurring in the various types of higher institutions—e.g., colleges for men, colleges for women, teachers colleges, etc.

In order to present the answers derived from these and other similar questions, two sets of tables are presented. One set—Tables XI to XV show the percentages of students failing in one or more subjects and the other set of tables XVI to XX show the percentages of students failing in each subject.

It was thought best to study these failures by types of higher institutions rather than deal with all the schools collectively; consequently, five groups of schools were made. These groups were: 11 private, coeducational, higher institutions; 11 state universities; 11 colleges for women; 11 technological higher institutions; and 11 state teacher training institutions. Tables XI to XV showing the percentage of students failing in one or more courses in these five types of higher institutions follow:

TABLE XI

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Teacher Training Institutions.
Fall Semester 1925-1926

HIGHER INSTITUTIONS	Number Students Reported	Number Students Failed one or more Subjects	Per Cent Students Failed one or more Subjects	Per Cent Semester Hours Failed
East Carolina State Teachers College, Greenville, N. C.	61	15	24.6	6.2
North Texas State Teachers College, Denton, Texas	65	12	18.5	6.3
Sam Houston State Teachers College, Huntsville, Texas	20	2	10.	2.
South West State Teachers College, San Marcos, Texas ..	60	14	23.3	10.
State Normal School, Florence Alabama	40	12	30.	8.2
State Normal School, East Radford, Virginia	21	0	0.	0.
State Normal School, Harrisonburg, Virginia	65	8	12.3	3.1
State Teachers College Hattiesburg, Mississippi	48	6	12.5	5.4
West Tennessee State Teachers College, Memphis, Tenn.	30	11	40.	12.8
State Teachers College, Natchitoches, Louisiana	123	20	16.2	3.7
State Teachers College Richmond, Kentucky	68	25	36.7	10.
Total	601	125	20.8	6.4

TABLE XII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern Colleges for Women.
Fall Semester 1925-1926

HIGHER INSTITUTIONS	Number Students Reported	Number Students Failed one or more Courses	Per Cent Students Failed one or more Courses	Per Cent Semester Hours Failed
Alabama College	91	29	31.8	8.5
Brenau College	109	32	30.	9.3
Coker College	48	22	46.	21.3
College of Industrial Arts	253	78	30.8	9.9
Fla. State College for Women	354	73	20.6	6.1
Georgia State College for Women, Milledgeville	164	32	20.	4.5
Mississippi State College for Women	136	41	30.	11.2
North Carolina State College for Women	184	84	45.6	16.7
Randolph-Macon Woman's College	124	57	46.1	21.3
Shorter College	56	16	30.	13.1
Winthrop College	278	76	27.3	9.1
Total	1797	540	30.	10.2

TABLE XIII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Private Higher Institutions in the Association
Fall Semester 1925-1926

HIGHER INSTITUTIONS	Number Students Reported	Number Students Failed one or more Subjects	Per Cent Students Failed one or more Subjects	Per Cent Semester Hours Failed
College of Charleston	28	18	64.3	37.3
Center College	28	10	35.7	11.7
Davidson College	102	48	47.1	13.7
Duke University	147	63	43.	14.4
Emory University	158	48	30.3	16.1
Mercer University	85	41	48.2	19.2
Transylvania University	22	3	13.6	3.1
Tulane University	328	168	51.2	20.8
University of the South	51	0	0.	0.
Vanderbilt University	129	42	32.5	10.4
Washington and Lee University	121	64	52.9	19.3
Total	1199	505	42.1	16.7

TABLE XIV

Showing a Comparison of the Percentages of Freshman Failures in Eleven Southern Technological Higher Institutions,
Fall Semester 1925-1926

HIGHER INSTITUTIONS	Number Students Reported	Number Students Failed one or more Courses	Per Cent Students Failed one or more Courses	Per Cent Semester Hours Failed
Ala. Polytechnic Institute	204	85	41.6	11.5
Clemson College	95	40	42.1	13.2
Georgia State College of Agriculture	4	2	50.	10.
Georgia School of Technology ..	380	231	59.4	24.8
Louisiana Polytechnic Institute ..	24	4	16.6	5.6
Mississippi A. and M.	71	29	40.8	12.7
North Carolina A. and M.	131	53	40.4	12.1
Texas A. and M.	353	218	61.2	20.2
Texas Technological Institute ..	203	76	37.3	12.6
The Citadel	103	28	27.1	14.6
Virginia Polytechnic Institute ..	133	54	40.6	12.9
Total	1710	820	42.1	17.1

TABLE XV

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Universities of the Association
Fall Semester 1925-1926

HIGHER INSTITUTIONS	Number Students Reported	Number Students Failed one or more Courses	Per Cent Students Failed one or more Courses	Per Cent Semester Hours Failed
University of Alabama	254	101	40.	13.3
University of Florida	324	204	63.	22.4
University of Ga. (No report) ..				
University of Kentucky	245	91	37.1	13.8
University of Louisiana	158	81	51.2	15.9
University of Mississippi	86	49	57.	21.6
University of North Carolina ..	293	208	71.	26.2
University of South Carolina ..	161	75	46.6	14.2
University of Tennessee	213	83	39.	18.5
University of Texas	602	345	57.3	22.8
University of Virginia	188	127	67.5	35.2
Total	2524	1364	54.	20.6

When the percentages of students failing in one or more subjects in the various types of higher institutions are compared, there is found a wide range of difference. Among Teacher Training Institutions the per centage ranges from nothing at State Normal School at East Radford, Virginia, to 40 per cent at West Tennessee State Teachers College; among colleges for women from

20 per cent at Georgia State College for Women, Milledgeville, to 46.1 per cent at Randolph-Macon Woman's College; among private coeducational higher institutions from nothing at the University of the South to 64.3 per cent at College of Charleston; among technological higher institutions from 16.6 per cent at Louisiana Polytechnic Institute to 61.2 per cent at the Texas A. and M. College; and among state universities from 37.1 per cent at the University of Kentucky to 71. per cent at the University of North Carolina.

If for these types of higher institutions averages only are considered we have:

Type of Institutions	Per Cent Students Failing one or more subjects
Teacher Training Institutions	20.8
Colleges for Women	30.
Private Coeducational Institutions	42.1
Technological Institutions	42.1
State Universities	54.

It is interesting to note that over two and a half times as many students fail one or more subjects in state universities as in state normal schools. Why?

We turn now to the school subjects. In order to make a comparison of the proportion of failures in the various college subjects in these same higher institutions, and also of the averages in each subject in the various institutions and types of institutions Tables XVI to XX are presented.

TABLE XVI

Showing a Comparison of the Percentages of Freshman Failures in Eleven
Southern State Teacher Training Institutions
Fall Semester, 1925-1926

HIGHER INSTITUTION	NAME OF SUBJECTS								
	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total
East Carolina State Tea. College, Greenville, N. C.	7.6	0.	6.9	0.	11.4	9.7	0.	3.4	6.2
N. Texas State Teachers College, Denton, Texas	6.1	0.	0.	0.	54.5	15.8	0.	2.1	6.3
Sam Houston State Tea. College, Huntsville, Tex.	4.	0.	0.	—	0.	0.	0.	2.5	2.
South West Teachers College, San Marcos, Tex.	3.2	—	0.	0.	33.3	21.9	10.5	10.7	10.
State Normal School Florence, Alabama	11.6	0.	35.6	25.	0.	0.	0.	4.3	8.2
State Normal School E. Radford, Virginia	0.	—	0.	—	—	0.	—	0.	0.
State Normal School Harrisonburg, Virginia	9.5	0.	5.3	100.	0.	0.	0.	8.3	3.1
State Teachers College Hattiesburg, Mississippi	8.3	0.	0.	0.	0.	33.3	0.	4.	5.4
West Tenn. State Tea. College, Memphis, Tenn.	21.1	25.	5.	20.	15.6	4.8	0.	33.6	12.8
State Teachers College Natchitoches, Louisiana	1.6	0.	6.8	11.1	8.8	4.7	0.	1.6	3.7
State Teachers College Richmond, Kentucky	10.8	0.	0.	0.	26.1	8.3	0.	7.5	10.
Average	7.1	3.2	5.5	12.2	14.9	8.1	2.1	3.9	6.2

TABLE XVII

Showing a Comparison of the Percentages of Freshman Failures in Eleven Southern Colleges for Women
Fall Semester, 1925-1926

HIGHER INSTITUTION	NAME OF SUBJECTS							
	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
Alabama College	10.2	16.6	3.3	—	21.9	7.6	50.	4.8
Brenau College	16.	1.7	19.1	0.	12.5	21.5	2.9	3.2
Coker College	18.4	27.7	12.5	30.7	40.7	10.3	—	18.4
College of Industrial Arts	9.4	7.5	8.3	0.	26.4	31.9	15.	3.7
Fla. State Col. for Women	7.7	18.1	5.5	3.5	5.	4.3	12.1	1.8
Ga. State College for Women, Milledgeville	4.1	16.3	—	0.	0.	7.3	20.	3.3
Mississippi State College for Women	9.1	20.	4.4	0.	7.7	14.7	16.	20.
N. C. College for Women	7.9	16.8	19.	0.	9.9	29.8	28.5	12.6
Randolph Macon Woman's	2.4	4.6	11.5	27.6	27.2	35.6	0.	7.1
Shorter College	14.7	2.2	8.3	—	5.5	30.6	20.	—
Winthrop College	12.3	21.8	0.	3.7	5.1	8.6	10.	4.6
Total	9.2	13.9	10.1	11.7	14.6	15.9	15.5	4.4

TABLE XVIII

Showing a Comparison of the Percentages of Freshman Failures in Eleven Private Institutions of Higher Learning in the Association
Fall Semester, 1925-1926

HIGHER INSTITUTION	NAME OF SUBJECTS							
	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
College of Charleston	38.4	23.5	48.	45.4	32.	7.7	100.	59.
Center College	3.6	18.7	17.6	0.	20.	5.8	20.7	9.1
Davidson College	4.8	27.6	—	14.8	28.3	6.4	30.	6.6
Duke University	11.4	6.6	12.5	13.6	30.	9.5	28.6	15.4
Emory University	19.	19.3	25.	0.	20.	19.6	0.	13.2
Mercer University	20.8	4.4	12.2	0.	23.6	40.	25.	13.5
Transylvania University	0.	10.3	0.	0.	0.	5.	25.	0.
Tulane University	17.8	29.3	12.2	16.5	38.1	22.8	15.8	12.8
University of the South	0.	0.	0.	0.	0.	0.	0.	0.
Vanderbilt University	11.7	5.1	3.4	11.1	12.1	8.9	2.2	18.1
Washington and Lee Uni.	18.8	29.	4.	10.	32.9	19.5	29.2	4.4
Arithmetic Average	14.6	20.	12.1	14.4	27.5	16.1	17.7	11.9

TABLE XIX

Showing a Comparison of the Percentages of Freshman Failures in Eleven
Southern Technological Higher Institutions
Fall Semester, 1925-1926

HIGHER INSTITUTION	NAME OF SUBJECTS							
	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
Alabama Polytechnic Inst. —	17.7	21.	3.2	—	13.8	17.7	0.	6.7
Clemson College —	22.3	0.	12.3	—	16.9	16.5	—	4.7
Ga. State Col. of Agri. —	0.	—	—	—	50.	14.2	0.	0.
Ga. School of Technology —	18.9	27.7	8.6	—	36.5	30.9	38.5	9.5
Louisiana Polytechnic Inst. —	5.1	—	0.	33.3	7.7	9.3	0.	0.
Mississippi A. and M. —	11.4	—	2.1	—	21.7	17.6	—	7.8
North Carolina State College of Agriculture —	12.4	0.	16.2	—	25.	12.5	0.	3.9
Texas A. and M. —	9.5	42.8	14.2	0.	25.9	37.4	22.2	10.8
Texas Technological Inst. —	12.5	17.6	13.1	0.	17.1	12.	15.	8.8
The Citadel —	16.5	13.7	15.5	—	14.5	19.6	0.	6.6
Virginia Polytechnic Inst. —	14.9	45.	1.5	0.	11.8	17.1	—	10.8
Total —	14.4	20.	8.6	14.3	24.2	23.9	30.9	8.7

TABLE XX

Showing a Comparison of the Percentages of Freshman Failures in Eleven
Southern State Universities in the Association
Fall Semester, 1925-1926

HIGHER INSTITUTION	NAME OF SUBJECTS							
	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
University of Alabama —	10.6	11.7	9.2	0.	20.1	12.2	31.7	8.2
University of Florida —	21.5	36.7	14.7	23.1	30.	26.5	18.5	18.
Univ. of Ga. (no report) —	—	—	—	—	—	—	—	—
University of Kentucky —	16.8	11.5	14.5	0.	20.1	22.6	34.5	5.7
University of Louisiana —	17.8	14.3	19.7	0.	19.7	20.3	25.	8.3
University of Mississippi —	34.5	20.	18.1	10.7	30.	22.1	31.6	9.9
University of N. Carolina —	11.6	30.	24.	25.	33.6	22.2	47.3	25.4
University of S. Carolina —	7.1	15.3	15.6	12.5	17.9	22.6	23.8	5.5
University of Tennessee —	17.9	13.5	15.4	0.	31.5	21.1	33.7	9.8
University of Texas —	20.3	25.	13.4	.7	42.6	22.3	25.7	12.4
University of Virginia —	27.3	34.4	54.1	10.	40.9	37.7	21.6	33.1
Total —	17.9	22.6	18.2	9.	30.4	23.9	29.3	12.2

A study of tables XVI to XX evidences the fact that there is a wide range in the percentage of failures occurring in the various subjects among the similar institutions, and among the several types of higher institutions. The range is nothing at East Radford, Virginia State Normal to 12.8 per cent at the West Tennessee State Teachers College; among colleges for women from 4.5 per cent at the Georgia State College for Women to 21.3 per cent at Coker College; among private higher institutions from nothing at the University of the South to 37.3 per cent at College of Charleston; among technological institutions from 5.6 per cent at Louisiana Polytechnic Institute to 24.8 per cent at Georgia School of Technology; and among state universities from 13.8 per cent at University of Kentucky to 35.2 per cent at the University of Virginia.

If we consider totals for the groups we have:

Types of Institutions	Per Cent Semester Hours Failed
State Normal Schools	6.2
Colleges for Women	10.1
Private Higher Institutions	16.7
Technological Institutions	17.1
State Universities	20.6

When, instead of general averages from whole institutions, the ranges in particular subjects are studied, the results are even more striking. If English be taken, for instance, it is seen that the percentage of failures in this subject ranges, among Teacher Training Institutions from 1.6 per cent at State Teachers College at Natchitoches, Louisiana to 21.1 per cent at West Tennessee State Teachers College; among colleges for women from 2.4 per cent at Randolph-Macon Woman's College to 18.4 per cent at Coker College; among private coeducational institutions from nothing at Transylvania University and University of the South to 38.4 per cent at College of Charleston; among Polytechnic institutions from nothing at Georgia State College of Agriculture to 22.3 per cent at Clemson College; and among State Universities from 7.1 per cent at University of South Carolina to 34.5 per cent at the University of Mississippi.

The range for English in the averages of the different types of institutions is here given:

Type of Institutions	Per Cent Semester Hours Failed
Teacher Training Institution	7.1
Colleges for Women	9.2
Private Higher Institutions	14.6
Technological Institutions	14.4
State Universities	17.9

CONCLUSIONS

The following conclusions may be drawn from these data:

1. That there is a wide range of difference in the proportion of failure occurring in the various Southern higher institutions.
2. That there is a wide range of difference in the proportion of freshmen failing in the various subjects in any one institution.

3. That there is a wide range of difference in the proportion of students that fail in one or more subjects in the various types of higher institutions.

4. That failures are fewer among teacher-training institutions than among the other four groups of higher institutions.

5. That the proportion of freshman failures is greater among state universities than among the other four types of higher institutions.

6. That, within the several types of college, the range of the percentages of failure is greatest among the private coeducational institutions and least among the teacher-training institutions.

7. That more than three times as many students fail in one or more subjects in state universities as in teacher-training institutions.

8. That over one-half of the freshmen in state universities fail, during their first semester, in one or more subjects.

9. That the percentage of students failing in one or more subjects ranges, among specific institutions, from nothing, at East Radford, (Virginia) State Normal School to 67.5 per cent at the University of Virginia.

10. That there seems to be no scientific basis used by the higher institutions, as a rule, in marking their students.

11. That the matter of marks assigned students in higher institutions is evidently, as a rule, left entirely to the personal opinion of instructors.

12. That there is a large element of truth in the contention of secondary school men that marking is on so unscientific a basis, and is so lacking in uniformity, among the higher institutions, that the percentage of failures a secondary school has credited against it in the Deans' Report is determined very largely by the type of higher institution and the particular college which its graduates chance to select for their higher education.

These same conclusions were drawn from the last Deans' Report.* Except for a few minor differences the same findings for the two reports are the same.

*Roemer: Freshmen Failures in Southern Colleges, Peabody Journal of Education, November 1926, Volume IV, Number 3.

PART V.

Papers and Addresses

PRESIDENTIAL ADDRESS

N. W. Walker, The University of North Carolina

Characterizing the cultural and moral contribution of one of England's foremost statesmen of the World War period, the Gentleman with a Duster, in "The Mirrors of Downing Street," used these trenchant words:

"His scholarship has made no difference to scholarship. His moral earnestness has made no difference to morality. He acquired scholarship by rote, politics by association, and morality by tradition. To none of these did he bring the fire of original passion. The force in his youth was ambition, and the goal of his energy was success."

I shall draw no moral from this quotation; to do that is, if you please, the prerogative of my audience. The implications will, I trust, appear as I proceed.

It is customary, I believe, for your president to recount the outstanding accomplishments of the Association during his incumbency and prior thereto, and then to single out for special consideration a few problems that relate more or less directly to the affairs of the Association. I have departed somewhat from the more common practice and have attempted to present a problem for your consideration that is not peculiar to the South, but one that is of national significance as well, if not, indeed, of universal importance. If a box-office title were necessary, the subject might be called by some such name as "A Trilogy of Sorrows," or "What Price Professors." Since this is neither necessary nor expected, a rather plain and homely title more appropriate to, and more in keeping with, the substance of my remarks will suffice. My subject is "The Preparation and the Selection of Teachers for High School and College."

In this discussion I have particular reference to the training and selection of teachers of youth of the adolescent period. I conceive this period to cover roughly the years of the high school and the first two years of the college. My reasons for this will, I think, be obvious. The teaching process and the learning process for this period, whether approached from the standpoint of the ends to be sought, the purposes to be accomplished, the methods to be employed, the materials (subjects and procedures) to be used, or the needs of the learner, are substantially the same, with due allowance, of course, for some differences between the upper and the lower years, due to growth, maturity, experience. What I shall have to say, then, concerning the training and selection of teachers for the secondary schools will apply in the main to the preparation and selection of instructors for the first two years of the college curriculum. And what I shall have to say concerning the training and selection of college teachers of the freshman and sophomore years will apply in the main to the training and selection of teachers for the secondary schools. Moreover, when I speak of college teachers I shall intend for my remarks to apply to those of the first two years of the college course.

I

Twenty years ago the states of the South launched a program for the development of public high schools. The campaign went forward in all the states embraced in this Association from Virginia to Texas. The program of

stimulation for the promotion of public high school development was financed in most of these states for a period of fifteen years through subsidies from the General Education Board. During that period, from 1905 to 1920, the story of the development of public high schools in the Southern States constitutes one of the most brilliant chapters of accomplishment in the history of American education. Today the public high school has been built into the thought of the South never to be uprooted. But we are facing another problem of secondary education now just as important and just as obstinate as the one which we attacked two decades ago. The problem then was to get into the thought and the conscience of the South the acceptance of the principle that the education of youth beyond the elementary grades was a duty and an obligation resting upon the state, and to get a system of high schools started, even though it were feeble. It was known that such schools would develop if given a chance. They have grown in numbers, in influence, in efficiency, and in public estimation. We all take pride in this remarkable achievement of the South in developing a system of public high schools of such tremendous physical proportions. But the task we have undertaken has not been completed and apparently the more difficult part of it is not yet accomplished. It is no easy matter during a period of enforced physical growth under artificial stimulation, to get both rapid growth and toughness of fibre. Today the problem is to attract to these schools a corps of educated, well prepared teachers. The accomplishment of this calls for the best statesmanship and the best educational leadership the South has to offer. The *laissez faire* method of preparing and selecting young men and young women for this important work will no longer suffice. It is a task to which the colleges and universities are challenged to bring their ripest scholarship, their ablest leadership, and their most devoted efforts.

II

Recent studies of the training, the qualifications, and the teaching jobs of teachers in the secondary schools of representative Southern States have revealed conditions that are somewhat startling. The study recently made by Dr. Frank P. Bachman, of the General Education Board of New York, throws these conditions into bold relief. I shall not attempt to restate Dr. Bachman's findings in quantitative terms. I presume his findings are fairly well known to most of us. To those of us who have been students of educational problems in the South and who have had rather intimate acquaintance with secondary school conditions of this section, his findings were no surprise. They merely emphasize again the general conditions that we all knew existed. For example, we all knew before he made his study, that the secondary school teachers of the South were overloaded with work and that but slight relation existed between the actual undergraduate training received in given fields and their actual teaching jobs. Davis' findings in North Carolina in 1922-23 were equally significant, and the situation in North Carolina was, we will assume, in general, typical of conditions in other southern states. For the year 1922-23, 94 per cent of the teachers in the secondary schools of North Carolina that were then accredited by the State Department of Education were college graduates, and 20 per cent of them had done some graduate work. So far the showing was very good. It was better, in fact, than some of us had suspected. Of all teachers in this class of schools, 60.16 per cent were teachers of one subject only; 32.2 per cent taught two subjects; and 8.64 per cent taught three or more subjects.

Of all special teachers in the schools under consideration, that is, teachers of one subject, 51 per cent were teaching that academic subject in which they had begun to specialize in their undergraduate years, and 49 per cent of these special teachers were teaching subjects which they had not pursued beyond the most elementary stages. Taking the special teachers of English, history, Latin, and mathematics, we find the following percentages of them teaching the subject that had been their academic specialty, or major subject: English, 55.77 per cent; history 44.06; Latin 24.07; and mathematics 21.23 per cent. Or, stated in opposite terms, 44.23 per cent of the special teachers of English, 55.94 per cent of the special teachers of history, 75.93 per cent of the special teachers of Latin, and 78.77 per cent of the special teachers of mathematics in the accredited secondary schools of North Carolina for the year 1922-23, had not as students pursued their studies beyond the sophomore year in those particular fields in which they were then specializing as teachers! Is it any wonder that so many high school graduates are so inadequately prepared for college work? Bachman's findings for other states were not essentially dissimilar. Other studies could be cited showing similar results, were it necessary.

Some considerable general improvements have been made, perhaps, since 1923, and notable progress has been made in a few specific instances. The main reasons for this situation lie in the fact that we have regarded any graduate of a college as qualified to teach any subject he would undertake to teach in a secondary school or that the exigencies of the school situation might call for. Moreover, as a general rule, state certificates were blanket certificates that permitted the holders thereof to teach any subject they would undertake.

Before a satisfactory solution of the problem here suggested is likely to be found, three agencies must arrive at a basis of understanding and of cooperation in this common task and in ways not hitherto customary. These are: (1) the colleges and universities that provide instruction for teachers; (2) the state departments of education that issue the certificates; and (3) the schools that do the employing. The interests and the efforts of all three are not antagonistic nor incongruous. They should and do rather converge at a common point and in an intelligent synthesis. First, the problem must be thought through intelligently and a sound policy arrived at. This, as I shall attempt to show, calls for the laying aside of certain preconceived notions and outworn prejudices, and for a frank and candid facing of the facts and the conditions as they are.

The state departments of education in formulating their certification requirements cannot demand of high school teachers a preparation that is far in excess of that which the colleges and universities, to which they must look for teachers, are able to provide or are able to administer. Nor can the schools that employ so large a percentage of the graduates of the higher institutions base their selection of teachers on academic and professional levels that are higher than the colleges and universities can meet. Neither the state nor the secondary school can demand a training either in quality or in amount that the colleges are not able or not willing to supply. On the other hand, the colleges and universities, it seems, are not able to demand on the part of their students a preparation for teaching that is far in excess of the demands of the schools and the state certifying agencies. The problem is one for a common understanding, a common purpose, and a common attack. It is not a matter that can be determined solely by any one of these three working single-handed and alone.

The state departments may and probably should define the teaching jobs in the public high schools, especially the smaller high schools, and should base their certification requirements upon the preparation which the successful accomplishment of the job calls for. They should do this in broad general terms, allowing for a considerable degree of flexibility. But whatever they do, must be thought out intelligently, and in terms of the wisest possible social policy for education. Otherwise, a principle of selection may be brought into play that will defeat the very end or purpose we are all striving to accomplish. Youth is not quite willing to select an occupation the metes and bounds of which are completely marked out, explored and defined in every particular detail. Youth still has, let us hope, something of the urge of the pioneer and something of the spirit of adventure. Youth likes to accept a challenge and likes, within limits, to be free to choose a calling that holds a challenge and that offers some degree of freedom in the acceptance of that challenge. It is quite possible for the state departments of education to adopt a system of checker-board certification requirements that may give us a poorer selection of teaching ability than the schools of their own accord would choose even under a *laissez faire* system of certification. A condition needs to be brought about that will be inviting to the ablest students that the colleges and universities enroll to look to teaching as a career. I lay especial emphasis on this fact because there may lurk in a fine paper-scheme of certification some unseen demon in the form of a principle of selection that would operate to discourage our brightest and ablest students from preparing for teaching as a career. Personally, I have as little confidence in the efficacy of a checker-board scheme of certification of teachers as I have hope of educating in the finer and deeper sense college youth by clock-hour exposure to indifferent instruction. There is as little assurance that the one will protect the schools from poorly equipped teachers as there is that the other will turn out really educated men and women. Yet this seems to be the tendency and the prevailing practice in American education. What our schools are in need of today is teachers whose academic training is thorough, whose professional equipment is adequate, and whose ability to teach had been demonstrated.

The need for teachers in high school and college is for educated men and women who are conversant with the best thought of the day in both theory and practice, who understand and who take cognizance of the educational needs of youth, and the needs of the social order of which their pupils or students are members. That is to say, there is need for a shift of emphasis in much of our educational thought and effort—a shift from the claims of subject matter as such to the actual educational needs of youth in the complicated social order of the twentieth century. Here, of course, we are concerned with an intelligent understanding of the aims and functions and outcomes of education as contrasted with a complacent academic satisfaction with an assumed efficacy of school subjects as such. Our schools are in need of teachers of youth who are men and women of culture, who are informed, who are acquainted with the really significant contributions that have been made to their particular fields of learning, and who know how to use their own learning effectively in the education of boys and girls.

III

Consider now the college teacher. Whether or not we agree with current criticisms of college teachers and of college teaching, we are bound to admit that

much of the instruction of the first two years of the curriculum is deplorably ineffective and of an uninspiring sort. It is likely to remain so just so long as most of it is done by untried, inexperienced instructors chosen solely on the basis of a single narrow academic interest. Permit me to quote from criticisms voiced quite recently by two college students—criticisms of a sort that are getting to be altogether too common now-a-days. The first is from a student in a prominent institution of the South. He says:

"Few professors are educators; fewer of them are in any sense personalities, most of them are Phi Beta Kappa men, full to overflowing with a supply of facts—that's all. There is too much mechanical, too much that can be taken from text-books without the professors, and too much to make one want to attend college—. In three courses . . . that I have had the 'prof.' has rigidly stuck his nose into the pages of the text and in a conversational tone lectured (from the text that I had read the night before) believing that he was duping us into a belief that he was actually thinking out what he said. Not once during these courses—the same is true with others—did the professor strike one note of color, or say one word of imaginative creative thinking."

This student continues by quoting from an article by Edward Aswell that recently appeared in *The Forum*:

"The modern college professor is a specialist, he keeps his nose glued to a microscope. If his subject is history, he dives into the dust of ages, grubs about among yellow, tattered parchments, and gathers up the dry bones of the past. And too often passes them on to the students—dry bones, that's all. A successful teacher of history must pass on something more, must possess something of the skill of the artist who takes a fragment of the frieze of the Parthenon, and, by imbibing the spirit of this fragment, restores it to some semblance of its first perfection. Lacking this skill, the scholar converts history into mere antiquarianism."

The second criticism is by a student in one of the most famous institutions in the North. It reads:

"Our college faculties are choked with dead wood—professors who won their academic spurs by work so deadening, so futile, so utterly at variance with the obligations they are expected to fulfill that it is a marvel they themselves have not been forced by conscience to confess the hypocrisy they are daily enacting. In becoming Doctors of Philosophy, they wasted three of the best years of their lives and bent their minds into as tortured positions as Buddhistic fakirs twist their bodies. . . .

"In the examination for the degree of Doctor of Philosophy, these qualities are completely ignored. A candidate is judged on his scholarship alone, while no evidence of his ability to use this knowledge is demanded. What he gathers for himself, not what he can impart, is the standard by which he is graded for the teaching profession.

"The result is that our college teachers, with rare exceptions, are not teachers but pedants. In working for their Ph.D. degree, they have mastered one, and only one, special field. Their mechanized labor has robbed them of broad knowledge, of sympathy, of human interest—of everything that might qualify them to teach. Outside of their specialty, they are often as uninformed as if they had never been to college."

Instances of intelligent student criticism of much of our college teaching could be cited in abundance if it were necessary.

The two quotations I have used mark sufficiently the type of college instructor who has spent his "original fire" and made his only "contribution" in the production of a doctoral thesis. His chief indoor sport now is "flunking" freshmen and his principal extra-curricular activity is berating the high schools for the "poor product" they are turning out. He is the narrow specialist type. Any attempt to understand the relationship that his chosen field of learning bears to other fields of human knowledge would be "unscholarly." His mind is adequately fortified against any attempt to apply the scientific method to the study of education, or to measure individual abilities or the results of instruction. He is the specialist, and the specialist, as recently defined by a contributor to *The Forum* is one who ever strives "to know more and more about less and less."

Permit, if you please, one other pertinent quotation that throws in bold relief some of the major difficulties involved. Dr. Frank E. Spaulding, Head of the Department of Education in the Yale Graduate School used these words in an article published in *The Forum* for March, 1926:

"In four decades the number of college students has increased more than ten-fold; faculty membership has increased in even greater ratio; but the number of great college teachers has dwindled to a fraction of its former proportions. Why? Simply from lack of demand. Startling, and quite possibly absurd as this simple statement sounds, it is literally true.

"The young college instructor starting out on his career in 1926 cannot, indeed, afford to be a failure as a teacher; but it is equally true that he cannot professionally afford to take the steps and the attitude that will make him a great teacher of college youth. Like his students, he must do well enough to "get by"; but, also like many of his students the instructor of today believes that advancement in his career will not depend primarily upon distinguished success in those things for which some people rather innocently suppose that colleges are maintained. That he is right is demonstrated with almost every appointment and promotion that is made in college and university faculties. In such appointments and promotions the primary question is not how successful the man is as a teacher, but what has he done in research in his subject, and what has he published?

"The development of American education in the last half-century presents no more marked and significant characteristics than these two—the great improvements in teaching in the public schools and the lamentable deterioration in teaching in the colleges. To the improvement in public school teaching must be credited in large measure the approximation to genuine universal education. It is the improved public schools that are causing the currents of universal education to rise ever higher until they are beginning to submerge the colleges. The latter have never exerted any positive constructive influence upon the movement for really universal education, have never expressed any genuine sympathy with this movement except theoretically and on levels far below them. Small wonder that they gasp for breath as they find themselves submerging."

IV

The fact of democracy is inescapable. And democracy is looking today more hopefully to education than to any other process for the realization of the goals toward which it is moving. In "The Life of Henry Adams" there is a trenchant passage descriptive of society in America in 1868 which, in the main, is applicable in 1926. It reads:

"Society in America was always trying, almost as blindly as an earthworm, to realize and understand itself; to catch up with its own head and to twist about in search of its tail. Society offered the profile of a long straggling caravan, stretching loosely toward the prairies, its few score of leaders far in advance and its millions of immigrants, negroes, Indians, far in the rear, somewhere in archaic time."

Society may be somewhat better organized today than it was in 1868, and we may understand its factors and its institutional purposes somewhat better than they were then understood. The deeper underlying problem for educational statesmen is still the same. That is, what is the burden of intelligence in an unfinished world? Is it idle fancy that educational institutions are maintained for the purpose of giving us the right answer? The various factors, forces, cross-currents, and inequalities are still in evidence in the social order, and too scant attention are our institutions of higher learning giving to them. Is it not possible that our conception of the democratic principle here in the South has not kept pace with modern social developments? Isn't it possible that our educational formula, adequate perhaps for a simpler life organized on less complex lines, is not an adequate formula for 1926? Have we not, in fact, resisted criticism of, or questioning about our formula, rather than considered seriously whether new formulae might be discovered, or invented, or developed, that would be more nearly adequate? Have we tried to understand democracy as a way of life, as associated living? Have we not, as a matter of fact, very much after the manner of old Canute, stood on the shore of this rising tide of democracy and bade its waves recede?

The purpose of these statements and questions is that they may serve as a background on which to throw the conditions that the secondary schools in particular have to meet. And having done this, to point out the relation that colleges and universities have in the selection and preparation of teachers for these schools, who come to their tasks not only with adequate academic and professional training, but with right attitudes, social understanding, and ideals of service.

"Greeting his pupils, the master asked:

What would you learn of me?

And the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellow-men?

How shall we play?

For what ends shall we live?

"And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things."

The general level of intelligence must be raised if possible and the hitherto forgotten man and forgotten woman must be taken into account. The schools and the colleges and the universities must be made to serve all classes. Society must be integrated about some common ideals, concepts, or principles—whatever we choose to call them. Somehow our whole educational system must be so administered as to serve these ends. This again calls for a definite setting up of the objectives of secondary and collegiate education which all teachers of both systems should know and serve. It means further that our educational

procedures will never again be directed in narrow channels for a given class only. Particularly in the secondary schools must all the children of all the people be taken into account, and their educational needs provided for. When this is actually done in the South, I wonder if we shall not have rebirth of culture and idealism; and if it is not done I wonder if the South will ever come into its own. Until our point of view is changed, it is futile to prate about our low intellectual level, our lack of culture, our lack of scholarship, and the rest. The elevation of the masses, the equalization of opportunity for all classes, the expansion of industry, the development and utilization of our natural resources, and the rest will follow in God's good time, if we can conceive of our educational system as being at the heart of it all, encouraging it all, and promoting it all. And this is the task of teachers of the South today.

V

The Association of Colleges and Secondary Schools has been influential in the educational development of the South. It commands today the most strategic and the most nearly dominant position of any association or single agency whose purpose it is to promote educational progress in this section of the country. It has in fact come to be the one central clearing-house for the educational thought and experience of our section. During the early years of its career this association in its efforts to promote better standards of scholarship necessarily centered its attention largely on the external, mechanical features of our educational machinery. In this respect, it has been responsible for improvements that otherwise would not have been made. Of course it has never been the thought or the intention of the association to exalt mechanical standards at the expense of good teaching. These have in fact been but the indices of the richness, the effectiveness, the character, and the scope of the opportunities offered within the institution conforming to the association's standards. Thus the association has in the main centered the attention of our administrators and of the public on matters that are essentially quantitative—matters that can be measured in clock hours, or years, or endowments, or courses, or degrees—in short, in numbers of something. We can get at these easily. They are evidences, though not infallible proof, that conditions within the institution have been provided that are necessary for good instruction. They have become the indices by which we judge effectiveness of instruction. We need now to look beyond these.

The processes of education are deeper, more subtle, more dynamic, more basic, than any of its surface evidences, and how effectively these processes are made to operate in the lives of youth who enroll with us is dependent upon what goes on in the class-room rather than upon outward conformity to mechanical standards. What goes on there is dependent upon the teacher. Laboratories, libraries, exposure of the student to the content of the course for a given length of time are all extremely important and cannot with impunity be neglected. But more important than any of these is the teacher in the class-room. If the criticisms directed at American colleges and universities are anything more than idle vaporings, too much of the instruction in our secondary schools and colleges is, to put it mildly, ineffective. It is to this problem of improving the quality of instruction in secondary school and college—to the training and selection of teachers of youth—that I have invited your attention. I make no distinction between the preparation necessary for the most effective teaching in the secondary school and that necessary for the first two years of the college course. If

these assumptions are true, then it follows that the personal qualities and the preparation essential for the one are also necessary for the other. I am not saying that the scholastic standards of certification administered by the state can be made as advanced in all secondary schools and for all secondary school teachers as the college can apply in the selection of its instructors. The differences lie not in the preparation and personal qualities that make for effective teaching but in other matters such as discipline, organization, and administration. These views are advanced not with any thought that the Association can or should take any collective action that would be effective. They are intended rather for the consideration and the inward sanction of those whose special obligation it is to prepare teachers for secondary school and college and also for those whose duty it is to select instructors for these positions.

VI

I wish now to raise this question: What is the obligation and what the function of the colleges and universities in the preparation and selection of teachers for the secondary schools, and what is the obligation of the Graduate Schools in the preparation and selection of instructors for the colleges, especially instructors for the freshman and sophomore years? I shall discuss these two in reverse order.

This brings me to a consideration of our graduate schools and what they are attempting to do in the matter. According to the most reliable information that I have been able to get on the subject apparently from 75 per cent to 90 per cent of the degree men coming through our American universities become teachers, most of them in the colleges, and how few of them have made adequate preparation for this particular function. The young graduate with his degree needs to demonstrate his ability to teach and his interest in teaching before he ever is put in charge of a class of adolescents. Barring a few notable exceptions, the graduate schools of America are paying scant attention to this specific function because most American universities have taken their cue from the German system and regard their specific function as that of research. Research, to be sure, is and will continue to be one of the functions of the graduate school but it should not remain the primary one. Our graduate schools need to recognize this other and more important function of preparing teachers, especially for college work, and to some extent, for high school work.

In an address before the Association of American Universities in 1925, Dean Wilbur Cross of Yale addressed the association on the dual function of the graduate school. He called particular attention to the two functions I have just mentioned, namely, the preparation of research workers, and the preparation of teachers. In the course of his remarks he used these words: "A college teacher to be successful must know many subjects besides his own—He should be led to think about the function of the college in American society and its place in our educational system—. The teacher of undergraduates should command a wide province, that he may be of assistance to his students in giving breadth and coherence as they go on with him—. An ardent investigator is in equal danger of imagining his field of endeavor as the one most worthy of cultivation. He develops a one-track mind that never jumps the rail. He may reach his destination but he misses the scenery. He does not know whether the animals over the fence are buffaloes or elephants—. The program of the graduate school is likely, I should say, to mold itself with the college teacher more clearly in view."

The American public today has an abiding faith in the efficacy of education, and it trusts the management of the institutions to which it sends its children to select their instructors wisely. But this faith in the efficacy of the process and this confidence in the administration are not critically discriminating. The same public may be perchance getting all that it is paying for, and should thus be satisfied, but that isn't the question. The fact remains as a matter of common knowledge among educators that much of the instruction of our freshmen and sophomore years is deplorably weak and unnecessarily so. The first obligation of the college is to make sure that its instructors are competent teachers. If the colleges and universities should decide to do just this, it would lead to another step, the common effort to elevate teaching to the position its universal importance warrants. But more important than this, it would perhaps change in course of time the major emphasis from research to preparation for teaching. Thus college instruction might be lifted out of the prevailing routine and made more effective in the lives of youth. This can be done only by those who teach and those who administer higher education. This would shift again the emphasis from subject matter as such to its worth as means and materials in the education of youth and the most effective ways of thus using it.

Every teacher should know the relation that his particular subject bears to the accepted objectives of education and how it may be made to function in attaining them. What a teacher sets out to accomplish through a given course is more economically accomplished by the teacher who has studied systematically and critically the values of his subject as determined by actual scientific experimentation, and the most economical method of presenting it as determined by modern psychology, so as to make it yield these values. To the student of education it is next to unthinkable that teachers either in high school or in college should be entrusted with the instruction of youth who ignore the professional literature dealing with their own particular academic field, who pay no attention to the results of experimental investigation in their own teaching subjects, and who scoff at any attempt to measure objectively the results of instruction.

To illustrate the point I am trying to make, take the case of Latin. May we consider it for a moment without getting mad or sentimental? There has been more loose thinking and ill-advised talk about the values of this time-honored element of our curriculum than about any other subject taught in our secondary schools and colleges. How rare it is that we find a sane, critical discussion of it by either teachers of the subject or by educationalists. Both are likely to go to one or the other of two extremes—become either blind devotees of it or equally blind opponents. Rarely does one find a teacher of the subject or a student of education who has analyzed its actual educational values, or who is familiar with the few scientific attempts that have been made to ascertain its values.

Latin, we are told, has such and such values. All well and good. We may just as well be told that a block of Carrara marble contains a lovely statue. The statue may be revealed by the touch of a Michael Angelo. The artist sees the thing in his mind's eye before he takes up his tools to reveal to you and me the beauty of the finished masterpiece. Yet, potentially the statue was there all the time, but how the thing comes out, depends upon the artist who wields the chisel and the mallet.

What actually comes out will depend not only upon the peculiar content and character of the material or the subject, but upon the methods employed and the end foreseen and actually sought. For example, one says that Latin has high values in developing one's English vocabulary. And we must admit that it has, potentially. But does it follow that an extensive and refined vocabulary will result simply from exposure, and just because of the nature of the subject matter? Or does it follow that this specific value is real for all students? As a matter of fact, it has been shown by experimentation that in the case of students of low linguistic ability, little or no improvement in vocabulary results from a study of Latin even when that specific end was sought. Given students who are capable of developing an extensive and rich vocabulary, the capable teacher of Latin who sets out definitely to accomplish this end as one of his aims may turn the trick. Simple exposure to the Latin vocabulary for a given length of time is no assurance within itself that such result will follow. And this, too, has been demonstrated by actual objective measurement of results. I have chosen for analysis only one of the claimed values of Latin as suitable materials for the education of youth. The other values can be analyzed out and tested in the same way.

Or take the case of French. Did you hear Dr. Phelps' report on Freshman failures? Did you see any relation between the conditions found by his committee and these same maladjusted curriculum requirements and certification? Why is it that some fifty or sixty per cent of the high school graduates who have studied French for two years in our accredited secondary schools are not ready, not able, to proceed successfully with the college work in that subject? Of course, there are many factors involved. But the one to which I wish to direct your attention is the quality of instruction, neglecting for the time being the selection of students. Are not too many attempting to teach French in the high school who don't know their subject, who have not pursued the subject far beyond the high school requirements for graduation? And are there not too many others attempting to teach French to college freshmen who have never mastered the language themselves, who have never been called upon to demonstrate their ability to teach the subject, and who know nothing and care less of the findings of educational research in the teaching and in the learning of this subject? Are there not too many teachers in our secondary schools who have been selected to teach French simply on the basis of the length of time they have pursued the subject, or the number of hours they have to their credit, or who perchance were selected to teach some other subject and were asked to take this on as an extra? Here is where our certification requirements are at fault. In the case of young college instructors, they no doubt have been selected on the basis of linguistic accomplishment or successful research in a narrow field. Both of these principles of selection are important and sound so far as they go, but they do not, either singly or combined, constitute an adequate basis of selection for the teachers of youth.

Consider for a moment the French instruction in the laboratory school of the University of Chicago. For some years now the French instruction there has been conducted in accordance with the best educational theory and procedure. And with what result? Five hundred pupils who have gone through the course have entered the best colleges and universities of this country. I was recently informed that not one of them has yet been found who failed! Of course, in considering such an instance as this, we must not overlook the high

selection of pupils on the basis of linguistic interest and ability. Yet who is there that doubts that the result was due to the quality of the instruction? The fact remains that the teachers who gave this instruction were chosen because of their demonstrated ability to teach French.

Excepting the Chicago experience, the remainder of what I have said respecting the teaching of French and Latin applies with equal force to the teachers and to the teaching of English and history and mathematics and the rest. The findings of the special committees of the association and the statistics gathered from the Deans' reports bear eloquent testimony to the ineffectiveness of much of the teaching both in high schools and in colleges of this association.

VII.

May I summarize my proposals respecting the preparation and selection of teachers of youth in secondary schools and the earlier college years? Earlier in this discourse I singled out three agencies that in my judgment must co-operate to the end that the quality of instruction may be improved. These are: (1) the State Departments of Education that are charged with the responsibility of setting up standards and administering certification requirements, (2) the colleges and universities to which the schools must look for their supply of teachers, and (3) the secondary schools that employ the college graduates and the colleges that employ the product of our graduate schools.

The state departments of education should stop issuing blanket certificates to high school teachers and set up instead special certificates for the different academic subjects and should require an adequate amount of preparation for the teaching of any subject taught in the secondary schools for which a certificate is issued, together with the necessary professional preparation. They should not attempt to prescribe every detail, academic and professional, that should be included in the training of teachers, but should set up general levels of accomplishment and proficiency, leaving most of the details to be determined by the institutions whose function it is to prepare teachers for the secondary schools. My own judgment is that the certification requirements for successful high school teaching can be adequately stated in a single paragraph.

The colleges and universities should recognize in fuller measure than has hitherto been their custom their responsibilities in the matter of preparation of teachers. They should take the steps necessary to provide all needed facilities for this purpose. When once they acknowledge their limitations and are willing to admit, with certain outstanding exceptions of course, that they are at present bungling the job, they will be in a fair way to accomplish finer and surer results.

The graduate schools especially should recognize their responsibilities for the training not simply of research workers but of teachers, mainly for the colleges, but to an increasing extent for the secondary schools also. They should set up programs of work leading to the higher degrees that will take more definitely into account this function.

I am well aware that this is more easily said than done. Each department of the graduate school should be called upon to perform its particular part in the process and should be given a chance to make its particular contribution. The academic departments will have to take more seriously the findings and claims of modern psychology, sociology, and education, and some of these departments will have to make themselves more worthy of being taken seriously. There has been too much conflict here where there should have been the

closest sort of sympathy, understanding, and cooperation. The program I am suggesting calls for an intelligent synthesis which I believe not to be impossible. It remains to be seen whether teaching is to be one of the "vilest of trades" or one of the "noblest of professions."

ADDRESS BY PRESIDENT EDWARD C. ELLIOTT,

Purdue University, Fraternal Delegate from the North Central Association

The commission which I present this morning from the North Central Association of Colleges and Secondary Schools confers many delightful privileges. Before exercising the privileges of a fraternal delegate may I, a happy guest in your midst, express the great satisfaction I have from this, my first visit to Mississippi. Coming from the land of corn and hogs to this land of cotton and hospitality—or rather, coming from that region, where one of the greatest of public questions is basketball, to the country where the leading public question is the boll-weevil, I am having a most pleasureable experience. During the forty-eight hours with you I have come into possession of a determination to accept the next invitation that is extended to return to Mississippi. How could I invite myself more modestly than thus.

My commission as fraternal delegate from the North Central Association contains the specific instructions of the Executive Officers of that association to carry to this Association of Colleges and Secondary Schools of the Southern States their personal greetings, and to extend to you their genuine and sincere congratulations for the success of concerted efforts of this Association through a generation, to construct and to carry out for the states of the South a forward looking program of educational development.

I would be considered delinquent did I not attempt to convey to you a message of good will from each of the constituent members of the North Central Association—this Association which now claims in its membership two hundred fifty colleges and universities and two thousand secondary schools representing approximately a million American school youth, and the educational institutions of twenty of the great northern and western states.

We in this North Central Association feel a bond of union with this Southern Association. The history of both of these associations begins within a few months of each other. The records clearly show that the forward steps which have been taken during the past thirty years by the one association have also been taken by the other. Sometimes you have been the leaders; sometimes we have been the pioneers. Together we have gone forward, ever extending the frontier of our educational land.

It was, I think, an English cynic of the seventeenth century who said that "An ambassador is an honest man sent to lie abroad for the commonwealth." You may recall that through this gibe the author succeeded in getting into a great deal of difficulty. However, I hope I may avoid such an ambassadorial risk.

I am impressed by the fact that there is a distinct national significance in the activities of this Association and in those of the Association I represent. In the first place, there is a striking similarity in, if not an identity of the problems with which you in this great Southern Association today are dealing and those which we in the north are attempting to solve. It is clear that educa-

tionally today there is no east, no west, no north, no south. Educationally there is only America.

We are not, as the activities of our Associations would oftentimes indicate, merely standardizing agencies; we are something more, if you please, than mere accrediting devices. Indeed I think there is justification for that statement that your organization and our organization are the great nationalizing, unifying agencies for American education. They have demonstrated the capacity of our own profession for self-government and for self-direction. They have proven that there is still existent in the profession of education something akin to the genius of creation and to the pride of craft found in the old guild systems. We have learned through these associations that genuine educational progress is the product of common-sense, of cooperation, rather than the results of statute law or of administrative device and authority. Indeed, I know of no place in our entire educational system—yes, I might say, within our entire social organization—where there is a better illustration of the application of the fundamental principle of our democracy, which is the progress of all through the voluntary cooperation of all, under the leadership of the wisest. When the history of American education is written, full justice will only be done by giving the complete credit to this Southern Association and to the similar organizations in this country for effectively demonstrating that education has within it the seeds of genuine self-government. These associations exemplify that doctrine of self-control and self-government are the test of the genuineness of any democracy.

My distinguished colleague from the University of Michigan, who occupied this place a year ago, was imprudent enough to make certain suggestions which he thought might lead to your improvement. I am not so certain of the ground as he, but I am inclined to risk a confirmation of one of his recommendations: that these two great associations, the North Central Association of Colleges and Secondary Schools, and this Association of Colleges and Secondary Schools of the Southern States, might easily magnify their influence by arranging for regular joint conferences of their officers. I wish, therefore, to renew the proposal made by Professor Edmonson last year that some definite steps be taken by this association to bring about such community of action.

As I examine your programs of this year and of last year, and contemplate the programs of the North Central Association, I am convinced that we have numerous and great common problems. I am tempted to hazard the judgment, ladies and gentlemen, that any movement for reform and progress promoted by the Association of the North and by the Association of the South would become the practice of American education; for where in America today are there any organizations possessing greater constructive powers than in these two great associations.

My professional soul was thrilled a moment ago by the reading of the very courageous statement coming from your executive committee concerning the greatest of the menaces confronting American education,—the menace of athletics. I wish that the members of the North Central Association might have listened to that forward-looking pronouncement of the relationship of athletics to our educational enterprise.

When I became aware that I was a "wedge" in the program this morning, I knew very well I would be guilty of unbecoming conduct did I use any great amount of time on this program.

I do not know the answer to the question of the salvation of American education. Coming down on the train my eye happened upon a chance news squib which seems to have a useful present point. In the recent drive to raise money for the Radcliffe College endowment fund an alumna of that college employed her small nephew and another small boy to sell some excellent toilet soap among the homes in their neighborhood.

"Why are you selling this soap?" inquired a lady at a house in Johnny's district. "To raise three million dollars for Radcliffe," was the prompt reply. "Three million dollars!" the lady exclaimed, amused at the youngster's seriousness. "And you are going to raise it all by yourself!" "No, ma'am," said Johnny, smiling brightly, "there's another little boy helping me."

I am that other little boy from the North Central Association.

Mr. Chairman, I have in my pocket, which I propose to keep there, what my good friend, William Allen White, that distinguished philosopher of Kansas, would call "An Essay Set to Voice." I do not proposed to begin to read that essay at ten minutes to twelve. With your permission and the permission of your secretary, I wish to substitute this little essay for what the stenographer has already taken down from me for your proceedings.

I well know, ladies and gentlemen, from long experience, that there is no going behind the stenographic return. Nevertheless, one may secure indulgence, I think, by securing permission to print.

THE ESSAY

I.

The education, to which we have committed ourselves, is at once our greatest American achievement and our greatest puzzle. Whatever may have been its failings in the past, whatever may be its admitted shortcomings in the present, it is in our philosophy to concede that there is no single enterprise that approaches the success of the organized school system for the making of the character and stability of the life career of the every day American citizen. With an enthusiasm and a faith, never before known in the world, we have striven to create schools for all the people all the time. Such schools as would serve as the hidden arch for carrying the increasing and unevenly distributed load of that complex social and political structure called democracy.

And now, after a momentous decade, when our ideals and our institutions have been passed through the fiery ordeals of things as they are, very many of the serious, intelligent and unselfish builders of schools find themselves today to be *unhappy optimists*. The dream was so great—so inspiring, the doing so small. We thought we had found the answers to the warning sounded long ago by the prophet of the frontier—"Educate—educate—or we perish in our prosperity." In the midst of the greatest material wealth and physical well being known by any nation those who think are beset with doubts as to the possibility of achieving the goal of a people trained and educated for freedom.

The centers of these doubts are in the present day inclination to be superficial, gullible and suspicious of trained leadership. Superficiality, gullibility and blind partisanship, now marking our American life, demand concentrated efforts. In the years ahead these things will test our teachers and our citizenship.

II.

More and more as the years pass, the direct responsibility for the supremely important business of education becomes concentrated in the schools. Little by

little, consciously and unconsciously, the lessons belonging to family, to religious faith, to industry, to the civic forum, and to leisure have been shifted to the school room. By many this has been regarded as a natural and desirable transfer. What more could be offered in evidence of the growing recognition of the importance of education than this phenomenon of specialization. Such specialization insured definiteness and certainty of accomplishment. Thus we have come to have a confident faith in the school and teacher as workers of wonders. Through the teacher each generation was to be adequately trained for a crusading success in the struggle of civilization.

Without realizing it, the American people have laid what would seem to be a stupendous and impossible task upon their schools and their teachers—that of fitting more than a hundred millions of people of all races, of all grades of human intelligence, of all economic conditions, and of all varieties and heights of aspirations to live a complete life. It has been assumed that the American teacher, with a wizard's touch, will enable our youth to come into possession of and to utilize a reliable compass of Christian ethics for self guidance through complicated mazes of the consuming moral and economic civilization in which we, of the twentieth century, live.

Could it be otherwise that sooner or later should come a day of disillusionment, and a realization of the limitation of the school, especially the public school, as the sole, direct means by which human beings were trained and transformed to the likeness of men of character, of economic productivity, of civic competency. If we are yet intelligently faithful to the ideals of education in a democracy we must frankly recognize that we are face to face with the problem of education for a new age. The tasks of the school, from the primary to the university, must be *simplified* and intensified. Dead knowledges must give way to live men.

III.

American education, from the primary schools through the University, suffers from what may be called informationalism. In our efforts to reach the superior we produce an amazing and discouraging superficiality. When one considers the number and variety of the knowledges by which the schools attempt to render the child immune to ignorance, it more or less relieves the teacher from an exclusive blame. *What is needed today for the intellectual and social solvency of our schools is a genuine overhauling, and a radical reduction of the bulk of facts we are trying to teach.* The theory of teaching all things to all youth has tragically broken down in practice. We need a crusade for single-handed thoroughness, for the salvation of teachers as well as for children. Instead of spending so much of our time and energy in trying to calculate the doubtful intelligence quotient of children, let us give some attention to measuring schools by a sensible I. Q.—*a new information quota.*

The creation, by our educational process, of an appreciation and a comprehension of the meaning of the scientific method to the every day affairs of life is a task that cannot be dodged. The ease with which we free born, free thinking, freely educated Americans believe the impossible, and resist the obvious represents a command to undertake to educate the educated. We are inclined to be gullible because we are by educational habit superficial. We are sharply partisan because of our gullibility. One of the dire consequences of our generally accepted theory of the equality of opportunity is the equality of performance on the part of individuals. We need to create a new confidence in

the power of right use of knowledge through the deeply and highly trained expert. Or else the public, as well as the private, use of strong men and strong women is an unsolved problem.

Before I sit down I want to express one more serious thought that should occupy the major part of our thinking in this modern-day college association. It is my judgment that the greatest struggle going on in America today—going on almost without educational notice—is the struggle for the possession of superior human ability. Those who have the capacity to see beneath the surface of things, must, I think, observe the efforts on the part of groups and classes to secure for their own purposes the relatively few of human kind who are possessed of that thing we call superior ability, and capacity for achievement. It does not require any high degree of prophecy to say that in the next generation and in the generations to follow—that class, that group—will control the affairs of our civilization which in this generation succeeds in winning the larger share of individuals of high capacity. And those of us who do and dream for the cause of education must accept the challenge of the day. It is supremely important that the profession of teaching shall have within its ranks more and more of a share of men and women of high ability. Upon the issue of the struggle of the professions and the economic groups for men and women of ability depends whether future generations will know that American education did make a contribution to civilization. Upon the outcome of this struggle will depend whether the world is to be ruled by powerful men without education or ruled by educated men with power.

THE GROWING IMPORTANCE OF LIBRARIES

By Louis R. Wilson, Librarian of the University of North Carolina

The celebration of the fiftieth anniversary of the founding of the American Library Association, October 4-9, participated in by delegates from a score or more foreign countries and widely noted throughout America, has contributed greatly to the recognition of the growing importance of the library as one of the principal instruments which America employs for the educational development of its people. Among the notable developments in the library field brought to the attention of the nation by that great gathering, and otherwise during the past twelve months, were the following which should receive consideration by this Association:

TRAINING IS ESSENTIAL FOR LIBRARIANSHIP

The first of these is that unusual recognition has been given by American universities of the importance of library training as an essential part of a university's curriculum. Although library schools have been in existence in the United States since 1887, it was only in 1926 that training for librarianship on a basis similar to that for the profession of teaching, or of other professions, was placed on a satisfactory university basis by American universities. This change has been effected in two ways. The requirement of an A. B., degree has been made the foundation on which the library curriculum will hereafter rest and the character of the degree hitherto awarded upon the completion of the library course has been altered.

The two-year library school of the University of Illionis, which hitherto has granted the special degree of B.S. in Library Science, discontinued the special

degree and hereafter will award the regular master's degree upon the completion of the second year, thereby lifting an inequality from the shoulders of students in the library field which hitherto has placed them at a disadvantage in comparison with graduates in education on other allied subjects. The year has also witnessed the establishment of a new library school, with a two-year curriculum and leading to the master's degree, at the University of Michigan, and the combining, at Columbia University, of the former library schools of the New York City Public Library and the New York State Library in a school which also confers the master's degree. In the South entrance into the library school of the Carnegie Library of Atlanta has been placed on the basis of an A.B. degree and the school has been coordinated with Emory University. At the University of Chicago, through a special grant of \$1,385,000, made by the Carnegie Corporation of New York, provision has been made for America's first advanced graduate library school, which is to be organized exactly as other graduate schools of the University. It will receive students in 1927, and offer advanced courses leading to the degrees of A.M. and Ph.D. upon the completion of highly specialized courses and extensive investigations in the field of library theory and practice.

SUMMER COURSES EXTENDED

In this same connection, the summer of 1926 was notable for the number of summer courses offered by universities and library schools in library subjects for the benefit of school and teacher-librarians and librarians for small public libraries, the courses leading to appropriate degrees and, in many instances, being recognized by state departments of education by appropriate credit toward the certification of teachers. Unfortunately such courses were offered in only three Southern universities.

STANDARDS ADOPTED FOR LIBRARY SCHOOLS

A second significant record, paralleling the organization of advanced schools of library science and the offering of instruction through summer schools in library methods for high school and small public librarians, was made by the Board of Education for Librarianship of the American Library Association which completed a survey of all the regular library schools and published a list of those which could be accredited in accord with a system of carefully prepared standards. While no list was published of accredited agencies offering summer courses, many of the agencies were visited during the summer, and standards, both for summer courses and for the preparation of school librarians, were worked out and approved. In this way the whole field of training for librarianship has been subjected to a careful and prolonged study and the standards have, in large measure, been put into operation. A further function of this Board has also been to encourage the establishment of additional library schools, and to seek the establishment of scholarships and fellowships for prospective librarians. The most recent standards to be adopted by the Board are those relating to the preparation of full-time school librarians for the larger high schools. These standards were adopted at Atlantic City in October, and are being forwarded to the respective library schools for incorporation in their curricula.

NOTABLE LIBRARY SURVEYS COMPLETED

Students of education are constantly overwhelmed by the multiplicity of theses and new publications dealing with every phase of their subjects. The

quest for subjects for doctoral theses has gone so far, I am informed, that recently an aspirant for the Ph.D. in education at one of our largest institutions wrote his thesis on the subject, "The School Door Mat." But such has not been the case in the field of librarianship. Until the present year, the literature of library science, other than that contained in *The Library Journal*, *Public Libraries*, and *The Bulletin of the American Library Association*, has been limited to a comparatively few publications containing the results of extensive library surveys. The meeting at Atlantic City emphasizes a third significant development in the library field, namely, the beginning of an era of publication of library investigations and surveys. The achievements of the year in this respect comprised the issuing of the following publications worked out by special boards and committees which had been carrying on investigations over a period of years: (1) I mention first the "A. L. A. Catalog, an Annotated Basic List of 10,000 Books," which will be an indispensable library tool to every public, school, and college library in the country. (2) The second is "Library Extension, A Study of Public Library Conditions and Needs," which covers every phase of public library endeavor, with the conditions prevailing in each state presented statistically. (3) "Libraries and Adult Education" is a third publication which treats matters of such fundamental importance as self-education with Library guidance, library assistance to adult education agencies, development of reading interests and habits, the library and rural adult education, coordination of local, state, and university extension library resources, etc. (4) "A survey of Libraries in the United States," in two volumes is the fourth. The first volume is devoted to the administrative work of public libraries and of college and university libraries; the second, to service to readers in public libraries and in college and university libraries. Both have been long needed and contain information hitherto uncollected and not accessible except by piecemeal and through questionnaires. (5) "The Circulation of Books in Public Libraries," the fifth publication, is one of the first texts dealing with technical library procedure and has been issued in mimeographed form and is now being tested by libraries and library schools before being issued in book form. It covers every phase of work connected with the loaning of books, and is first of a series of notable library texts now in preparation.

COUNTY LIBRARIES DEVELOPED

The fourth distinctive development of the year has been effected through the county library. Recognition of the fact has gained ground that the county library, like the consolidated school, is the most effective type of library for providing library service for rural areas. The county unit makes for economy and effectiveness without loss of personal touch, and through an adequate system of branches, stations, school deposits, mail service, and book trucks, puts books into the hands of any citizen of the county wherever he may live, the cost of service being met out of taxes levied upon the property of all the county. Laws permitting the establishment of such libraries have been enacted in 31 states, and in a number of others provision has been made permitting county boards of education or county commissioners to contract with existing city libraries for service to the rural population. Among the Southeastern states, North Carolina has twelve counties in which this limited type of service is provided; whereas, in California, the resources of 45 of the 58 counties having county libraries are as follows: Income, \$1,617,500; books, 3,

588,895; circulation, 8,887,144, with service to all the schools in addition to the library resources of the schools themselves.

SCHOOL LIBRARIES IMPROVED

To put one's finger on a specific advance in school library work, particularly that of the rural districts, may be difficult, but a summary of the activities engaged in by the supervisors of school libraries of eight of the states having such officers connected with the state departments of education and of other officers connected with other library agencies, reveals the fact that progress of a very gratifying sort has been made in the field. In Wisconsin, every approved high school must have a certified librarian. In New York state, a school library fund of \$125,000 is made available to the schools, and in practically every state lists of books for both the elementary and high schools, with manuals for the use of books and library resources, are provided by some state agency. Standards of equipment and book and periodical resources have been generally formulated, and instruction in library methods for the preparation of teacher-librarians has been extensively provided in normal schools and summer schools. A summary of the duties of the library supervisor of the State of New York may serve to indicate the development within this field and prove suggestive to this Association. The duties of this officer involve: (1) The distribution of the state aid fund of \$125,000 for books and other library equipment; (2) The handling of librarian certification; (3) Approval of courses for the training of teacher-librarians and school librarians; (4) Recommending librarians for positions in schools; (5) Preparation of manuals on the use of books and library materials; (6) Inspection and organization of school libraries; (7) Correspondence concerning various library activities; (8) Planning library rooms and equipment; (9) Office interviews concerning library matters; (10) Book selection and list-making; (11) Preparation of articles on library subjects for school and library publications and the press; (12) Participation in school and library meetings; (13) Conducting surveys of library conditions prevailing in city and rural school systems and proposing remedies for the existing conditions.

LIBRARY WORK WITH NEGROES

The year 1925-26 marked the beginning of formal library training for negroes through the establishment of a library school at Hampton Institute. Provision was made for the establishment of the school by the Carnegie Corporation of New York, in cooperation with the General Education Board and the Board of Education for Librarianship of the American Library Association. The necessary funds were provided by the Carnegie Corporation and scholarships for the students enrolled were provided by the General Education Board. The purpose of the school is to train librarians for the schools and colleges and branch libraries for negroes in the South. The establishment of the school marks a new step in Southern education, and calls for the thoughtful cooperation of the Southern state departments of education and Southern library commissions in the direction of their work with negroes. The establishment of the school brings up for consideration a question which hitherto has been generally overlooked, namely, the relation which should exist between the existing school and library agencies and the negro libraries. Inasmuch as little attention has been given to the development of library resources for negroes in some of the states, a number of negro libraries have sprung up

in cities entirely independent of the general library system of the cities in which they are located. Cooperation with the school and the proper absorption of its graduates by the school and city library systems would seem to be highly desirable at this particular time.

NEW LIBRARY BUILDINGS PROVIDED

A final development worthy of mention is that within the year several notable library buildings have been opened for the use of city and college and university constituencies. In the future it is highly probable that all new municipal library buildings will be influenced by the plans of the new central library building of the city of Cleveland. At no place in the country, certainly, has a finer instrument for the education and enlightenment of a whole city been worked out and placed in such satisfactory operation. Organized somewhat on the plan of a great university with various departments, but, in this instance, united under one roof and tied in closely with appropriate book collections, the building affords the entire city a superb continuation school for all of its citizens. In it, more than in any city library in the country, have been found the means of promoting effectively the best sort of adult education.

The year has also witnessed, within the collegiate and university fields, the planning or completion of some notable college and university library buildings. At Yale the great collections of the University are to be brought together in the Sterling Library now being erected, which is to cost between four and six millions. At Dartmouth, with a student body limited to 2,000, a building to cost twelve hundred thousand is being erected which will make possible the utilization of the best in library practice for the instruction and inspiration of the student group. In our Southern field, among the most notable buildings completed are those of North Carolina State, Louisiana State University, Duke, and Emory. In the planning of these buildings and in the planning of others now under construction or in contemplation, there has been evidenced the deepening conviction on the part of Southern educational institutions that the library, next to the group of skilled teachers and investigators gathered together into a well organized faculty, is the most effective instrument of instruction that the modern college or university possesses. Its functions have been subjected to an unusually critical review in the light of its development and use in other sections of the country, with the result that there is general agreement that the present generation of college students cannot be adequately trained to meet the rapidly increasing complexities of Southern life unless, in general and special reading rooms, in seminars, in stalls within the stack, they are surrounded with an abundance of materials on every subject embraced within the curriculum and are given the training in the expert handling of these materials essential to the furthering of the study or investigation in hand. The realization has become more and more general that the lecture and the textbook, even in the high school, may have to yield place somewhat to the library. The South, which, unfortunately, has not had available for the use of its students such library resources as other sections of the country possess and utilize in every phase of their work, has begun to realize what this lack is costing it in educational efficiency. It has begun to understand that the library, while it may not be able to equal such tools as direct thinking, observation, or intercourse by word of mouth in the classroom, may well arouse the mind to the employment of these other tools, supplement them with a knowledge of what diverse and perhaps clearer minds have thought, and furnish that quieter,

richer background of accumulated fact and wisdom which is often the sharpest spur to right valuation and creative accomplishment in human life.

APPLICATION TO SOUTHERN CONDITIONS

It would doubtless be too much to expect me to conclude this recital without pointing out a moral insofar as the story has significance for the South. I shall content myself, however, with the briefest sort of moralizing. Today the South no longer has as its chief concern the driving of the wolf from the door. Today, on the contrary, it has the opportunity to evaluate those standards and agencies which can best assist it in the fashioning of a finer intellectual and cultural as well as economic and social life. If, in addition to consolidating the ground won in its economic rehabilitation, it is to fashion a finer social, intellectual, and cultural order, it will have to multiply many fold from the elementary school all the way up and out into its expanding, advancing life, its library resources.

THE OUTLOOK FOR THE HIGHER EDUCATION OF WOMEN IN THE SOUTH

Meta Glass, President of Sweet Briar College

To be able to handle this subject with anything approaching thoroughness one should preferably have watched and directed the growth of education in the South knowing the individual institutions as the veterans of this association have done, and, in addition to that, be able to base the treatment on a fresh and comprehensive study of the facts. Unfortunately to neither of these qualifications can I lay claim. Though I went to school in the South and have taught in the South for all except ten of my adult years, I have not had the broad acquaintance with southern schools that at this moment I wish were mine. More than that, I was asked but a few weeks ago to speak on this subject, so that, though my study of the case is distressingly fresh it is not comprehensive. I can, therefore, but interpret a few facts as they show themselves to me, call attention to some of the hindrances and some of the needs for wisdom and insight in the growth of women's education and make a more or less happy guess at some effective methods of approaching the desired goal.

For a starting point, I would look at the opportunities for education that the women in the South now have, and the use they are making of these opportunities. There are 22 colleges for women only among the 82 college and university members of this association, and 40 that are coeducational, with more or less restriction on the registration of women students. So far as the number of institutions open to women is concerned, there seems by and large, a very fair opportunity for higher education. What are they doing with this opportunity?

The women's colleges seem from their enrollments to be full to capacity, and I know of many that have to refuse admission to large numbers of candidates yearly. I hear that the North Carolina College for Women this year had to refuse many applicants who were also unable to enter the University of North Carolina, not being of junior standing, and who had, therefore, to seek elsewhere or defer the pursuit of their education. This I am sure was equally true of Goucher, Randolph-Macon, Agnes Scott, Sweet Briar and others. Approximately 12 of the women's colleges give only the A.B. and B.S. in arts and

sciences, having as their ideal plainly a liberal education with only such admixture of what are called vocational subjects as would contribute to a general understanding of these phases of life and thought, and not enough to produce a skilled worker in them.

The tendency of the state colleges for women is to allow more of the vocational subjects, education, domestic science, music, art and commerce, quite frankly enough to produce a competent teacher of any one of them, and yet to confer the B.A. or B.S. degree, often with no indication whether the major was in a vocational subject or not. At the universities, on the other hand, one finds generally the designation of B.S. in Education or B.S. in Commerce *et cetera*, and it is easier in these cases to find out how many women are taking a liberal arts course and how many are seeking primarily vocational education with only the necessary background of liberal arts subjects to make them acceptable in their respective fields. In the departments of education of such institutions as have them and in the Teacher Training Colleges and Normal Schools are registered the largest number of women pursuing their education beyond the high school, the registrations in Florida, Mississippi, North Carolina, Louisiana, Texas and Alabama colleges for women alone being 11,641. The courses in liberal arts leading to a non-vocational, non-professional degree are, however, being taken by more young women in the South than is perhaps realized. In nine institutions offering only this course there are registered 5065 students and in the liberal arts group of nine coeducational institutions about 4000 more. The fact that the women's colleges of liberal arts are crowded and have candidates turned away each year seems to bespeak enthusiasm and desire for such an education, but the fact that funds are not rapidly forthcoming to enable existing institutions to enlarge their plants, if they are willing to do so, or for other institutions to be founded to receive these students, indicates likewise that the desire for a liberal arts education is neither so ardent nor so widespread as it could be with profit to society in the South.

Despite the larger numbers in the teacher-training colleges and normal schools we are constantly reminded by educators and by the public press that the graduates of such schools are not numerous enough to man the public school positions that await them. There is no need to feel, therefore, that even in the largest group of women in the South seeking higher education we have anything like so many as are desirable.

When one turns to the universities and looks for the women training for the professions, the numbers shrink nearly to a vanishing point. The women registered in law, medicine, business administration or commerce, agriculture and dentistry at eight universities number only 424, and the graduate students in six of the same eight institutions (two fail to show graduate students) number 285.

These figures are, as I said, by no means inclusive of all southern institutions, but they are indicative, and a fair inference from them is that women in the South are but scantily interested at present in preparation for the professions, more largely interested in a liberal education, presumably for the sort of person it makes them, and immediately interested in larger numbers still in education that will enable them to teach. This may seem to some a satisfactory state of society, but in the face of the knowledge that in our own county of Amherst in Virginia with 19,771 inhabitants there are but four doctors, one nurse and no hospital, and that this situation can be paralleled again and again in our own and other states, I could wish for more women in medicine, and when I look

at the farms more women in agriculture, to say nothing of dentistry of which profession there is not a single representative, man or woman, in our county.

Teaching is, of course, the traditional occupation outside of the home for women in the South, and its prestige undoubtedly accounts for some of the readiness with which young women turn to it, but the comparative shortness of the preparation required for it at present, the ease of obtaining a post, the long vacations and the assured though small remuneration equally draw persons into it.

Constant efforts are being made in teacher-training institutions to make the courses meet the needs that teachers will feel in their work, but I am inclined to think that the pendulum has not yet swung back to its normal position in the proper proportion of sound subject matter and of method. When we waked up to the fact that we could not have Mark Hopkins on the other end of every log we bestirred ourselves to make up in skill where Mark's native ability was lacking. When we meet many of the teachers of today we are apt to recognize not Mark's knowledge and his ability to impart it to promote the growth of his student, but a rather pitiful young person with fine implements but very little to handle with them and perhaps no conception that the material is too light. I would make a distinct plea for more and better content courses for teachers. It still remains that we have neither the numbers nor the quality that we desire.

That by no means enough women are seeking a liberal education for the grip that it gives them on life, for the information that breaks down harmful prejudice, for the disciplined thinking that makes one able to see through a situation, is abundantly evident in all ranks of society. The woman freed from the necessity of earning her own living, with not sufficient occupation in her family life, with not sufficient resources in herself to turn this blessed leisure into activities beneficial to society and satisfying to herself, furnishes the restless type that keeps alive the fads and quickens the pace for pleasure. The woman without sufficient information to make her want to look at the truth retards the progress of her household for years. I heard Sir Frederick White say that the task of education in India, if it wished to break down harmful prejudice, was to educate the women, and I am inclined to think education's task is no different elsewhere. If Mother deems it unseemly or irreligious to think about certain things or to talk of them or to open certain questions even to discussion, the mind of the household is closed thereon until the individuals awake outside to something that might have been axiomatic and upon which they might have been building for years.

Especially to the group gathered here I need do no more than refer to the uninformed state of mothers concerning their children's education and the undisciplined thinking that finds its expression in voluminous letters. Yes, the call of more higher education for the sake of the sort of person it makes one is urgent and loud. Let us have more women in the professions, let us have more and better trained women in teaching, but these groups are properly a small percentage of the whole. Therefore, above all, let us have more educated women in society at large.

What is holding women back in the South from the wider spread of higher education? Not the inadequacy of the number of institutions to provide it, nor even the sometimes peculiar restrictions in some institutions upon the registration of women, but the attitude of the women and men themselves

toward woman's education. Women in the South have felt themselves too privileged. I sometimes think the greatest handicap on the women of the South is what I have heard called our greatest wrong toward the negroes, that we expect too little of them. Charm and pleasantness have carried the Southern woman so far, excuses for what she was not or did not have come so easily for her, that she has lacked the stimulus to make of herself her best because she seemed to have the rewards of the best without the work. I say "seemed", because she really has not had the rewards, but monstrous sweet substitutes. It is the southern woman's business to recognize this, to take the responsibility for the sort of person she is whether it is thrust upon her or not, but it is to the interest of all society in the South for men to recognize this responsibility too and to expect of the women not only their most charming but their intellectual best. I am not so much concerned that men should grant them anything more as that they should expect more of them.

The time seems approaching with quickened speed when financial reasons for women not going on to higher education are growing fewer and fewer, and I should welcome a more wide-spread attitude that education is worth being worked for and a nearer approach in the South to the normalness of working one's way through college. I know no better tonic to the purposefulness of a class or to the productivity of a teacher. Many more women have the money to pay their way through college than formerly, and many others could and I hope will want to earn it. I believe they will increasingly do so as more education is expected of all women who can profit by it.

I am aware that the attitude of my last few paragraphs is one of acceptance of higher education as an unqualified blessing, one of seemingly considerable content with it as it is, and that these paragraphs show only a fervent eagerness to bring it to others. I am willing to stand by that thesis in principle, but that willingness does not preclude an open-minded and critical attitude toward what we are offering as higher education in the South. I would most certainly have sounder, more effective, more discriminating education keep pace with the growth of the numbers who seek it.

There is much, however, that is encouraging in the progress of women's education in the South. It is really but a few years ago in the history of education that we began a critical attitude toward the subject matter and method of women's education, and we have made strides indeed. Sometimes the strides have not been as rapid as was the desire of educational enthusiasts watching the experiments of the sections of the country that had developed more speedily than we, but there may be some consolation for us in not having been able to follow experiments that in the proof have been cast aside or considerably modified. The inability of the Southern institutions to pursue the elective system to its thin edge of multiplicity—I dare not thank our wisdom, only our inability—leaves us in a better position to promote the continuity and concentration that are now nearly as universally upon the programs of the more complex institutions. When the educational world is agreed upon seeking mine depth rather than desert breadth it takes less courage for an institution equipped only for a smaller field to hold up its head, and address itself to the excellence of that small field.

I spoke of sounder, more effective, more discriminating education. We of the South have of necessity been engaged upon standardization since we have been working our way out of a rather indiscriminate welter of institutions,

nearly all named colleges or universities with, rather vague and certainly very varying notions of what was the aim of such an institution. We have been running the risk inherent in standardization, of announcing one standard and having all schools hasten to name their goal that standard for fear that nothing else be considered good. The A.B. degree seems perilously near having become some such fetish standard and there threatens the illogical attitude that anything that is worth doing constitutes credit for an A. B. degree. It hardly appears possible that to its most enthusiastic devotee could an A. B. degree ever seem to crown all life's activities, and yet in a discussion of studies germane and not germane to a curriculum leading thereto you are sure to be met with the question, "Don't you think so and so has any value?" I most certainly do not think all courses in educational institutions should terminate in a bachelor's degree, nor am I sure they should terminate in any degree necessarily, and I hope that Southern education for women, and for men too for that matter, will develop independently of that fetish.

The problems of definition of aim, of enrichment of curriculum, of improvement in the ways the work is done await all of our institutions alike, but it is possible that the schools for women have a larger task in these respects than those for men.

The greatest single step I know toward having the schools adequate both in number and in quality is in an enlarged and quickened sense of the responsibility on the part of the women to be truly educated for the lives they are to lead. I am not discouraged at the outlook for the education of women in the South for when I look back twenty years I find ample justification for the belief that we are progressing soundly. I would only have us never content, never careless so that we should fail to use every agency to secure better education, as diversified as the varied needs of society, and that we should lose no opportunity to offer to every woman the kind of education by which she can profit and to let her realize that she will be less than she should be if she does not take it.

REPORT OF DEAN C. H. BARNWELL, UNIVERSITY OF ALABAMA, FRATERNAL DELEGATE TO THE NORTH CENTRAL ASSOCIATION

The annual meeting of the North Central Association, which I had the honor of attending as your delegate, was held on March 17-20 in Chicago, the city in which all the annual meetings of this Association are now held. It is interesting to note that the North Central Association and the Southern Association were born the same year,—each is holding this year its thirty-first annual meeting. The North Central Association now comprises twenty states, 251 higher institutions, and 1966 secondary schools. Of the 251 higher institutions, 54 are teachers colleges, and 34 junior colleges. In the opinion of its secretary, the Association has become too large for the most effective co-operation.

Your delegate received a cordial welcome and was shown many courtesies. He was granted the privilege of the floor and presented the fraternal greetings of this Association.

Of the many important matters that came up for discussion at this meeting, the following will perhaps prove of interest to members of our Association.

1. The adoption of a resolution that the Association publish a quarterly magazine to take the place of the usual single volume of Proceedings. This

magazine, called *The North Central Association Quarterly*, is to be the organ of official communication among member institutions. The first volume appeared last June.

2. The appointment of a committee to consider the advisability of restating the entrance requirements in terms of senior high schools, providing for an admission plan whereby students should be admitted to college on twelve units gained solely in the last three years of the high school course.

3. The appointment of a committee to take up with the Association of American Universities and the American Council on Education the question of preparing a list of institutions which could properly confer Master's and Doctor's degrees; and the appointment of a second committee to make a study of the graduate degrees that have been conferred by member colleges during the last five years. The appointment of these committees indicated clearly a feeling on the part of the North Central Association that some of its member colleges that now grant graduate degrees are not prepared to do either the amount of graduate work or the quality of graduate work that should be required for such degrees.

4. Reports were presented of special studies carried on during the session of 1925-26, dealing with the study of foreign languages in the junior high school, the success of high school graduates in the first year of college, qualitative and quantitative definitions of units in secondary schools.

5. In the North Central Association, colleges having instructors with teaching schedules exceeding sixteen hours a week must report the fact annually to the secretary of the committee on Institutions of Higher Learning. The same requirement obtains in the case of institutions having classes of more than thirty students (excepting, of course, lecture classes).

6. The secretary of the Association in his annual report recommended a revision of the standards of colleges with a view to making them more specific. In his opinion, there is a real need for more definite information as to the qualifications of the faculty, the adequacy of instruction, the library and laboratory facilities.

7. Of the recently adopted standards for accrediting secondary schools, the following would seem to indicate a trend away from the requirement of mathematics for admission to college. Standard No. 10: The Association recommends that three units in English, two in social sciences, one in biological science or general science, and one in physical education (with or without credit), be required for graduation for all students in the four year high school.

GRADUATE WORK IN THE SOUTHERN STATES

*By Shelton Phelps, Chairman of the Committee on Graduate Instruction,
George Peabody College for Teachers*

THE EXPANSION OF GRADUATE WORK

There has been a decided increase of interest in the field of graduate study, throughout the states of this section, during the last three to five years. Such studies as those of Dr. Glenn, chairman of the Committee on Graduate Instruction, Vanderbilt University, before the Tennessee College Association, and of Dr. Zook, formerly specialist in higher education, U. S. Bureau of Education, made from three to five years ago, indicated that graduate study throughout the South was but in its beginning. They further indicated that students

from the South who entered graduate study, many of them turned to universities of the North and East, for their graduate work. Some returned, many did not, and by inference at least these studies indicated that many of the tasks which should require graduate training as preparation for their doing, were filled by those who get their training during the first years they are engaged in the performance of such tasks. These studies have caused some serious thinking on the part of those directors of graduate study, who came in contact with them, which has in many instances resulted in a desire to develop graduate study here at home.

Still another factor has contributed toward this increased interest in graduate study. Excepting a few specialists, such as industrial chemists and similar research workers, those who engage in graduate study do so to become teachers of other students. The chief outlet for advanced scholarship is, and ever has been, teaching. The *sine qua non* for teaching is, and ever should be, advanced scholarship. Teaching is demanding graduate training and graduate degrees today to about the extent it demanded bachelors degrees a decade ago. A specific instance will illustrate this. The State Teachers College at Bowling Green, Kentucky has twice as many Ph.D. degrees among its faculty today as it had Master's degrees ten years ago, and more Master's today than Bachelor's then. This number will steadily increase, for it will be difficult for one to be called to the head of a department in that school during the next ten years who hasn't a Ph.D. degree, and well nigh impossible for one who hasn't at least a Master's degree. Nor is the condition in this regard at all unusual. In Tennessee, in the last two years, two new teachers college presidents have been selected. One had a Ph.D. degree, with his major work in the specific thing he was to do, school administration, and the other had nearly a year of graduate work beyond the Master's degree. A third president is this year on leave of absence engaged in graduate study and will return to his job with his Master's degree. Presidents, with such degrees of graduate training, simply will not select as faculty members, individuals without similar training. Nor are conditions in Tennessee at all unusual in this regard. In Texas, the faculties of the teachers colleges, if their members have the same degree of training will receive by state salary schedule the same salaries for the same type of work as is received by the faculty members of the state university. This makes it possible for these teachers college presidents to demand and to get graduate training of from one to three years extent for all major teaching positions. Louisiana is developing a similar state salary schedule. Teachers colleges have been used to illustrate this demand because of the increased importance of these schools during the last decade. Their attendance has more than doubled during that time. In Tennessee for the school year 1924-25 there were more students in these schools than were in all the colleges of the state university including: colleges of medicine, law, dentistry, and the rest. This is true whether the traditional "scholastic year" or the "scholastic year" plus the summer school is used for comparison. This increased importance alone would greatly stimulate graduate study.

THE REACTION OF THE COLLEGES TO THIS EXPANSION

So far attention has been paid only to the demands for graduate study. Glance at the response. Last year the University of North Carolina granted nearly one hundred fifty Master's degrees—an unheard of number in that in-

stitution a decade ago. It has also granted several Ph.D. degrees during the last lustrum. At the beginning of the 1926 school year the university of South Carolina, through the bulletin of its graduate school announced work leading to the Ph.D. degree—Peabody College conferred during its school year 1925-26 more than one hundred fifty Master's degrees and eighteen Ph.D. degrees. These are cited as illustrations of the increased interest in graduate study. It seems not unreasonable to predict that during the next ten years, *the colleges which do four years of college work, and which grant bachelors degrees, will have Ph.D. degrees as the heads of departments and not less than one full year graduate work culminating in a Masters degree as a prerequisite to any teaching.* This condition alone will insure a period of great development in graduate work in this section.

PRACTICE IN GRADUATE STUDY

As such a period is entered upon it would be well to consider the conditions under which graduate work has been done, is being done, and will be done during the next decade. Perhaps there is no phase of educational endeavor which has been the object of so little research, as that phase of it which proposes to promote and to develop research. There have been no really scientifically made studies as to what are the practices in graduate study. There have been no carefully justified principles for governing the administration of graduate study. A few specific illustrations will make clear the meaning. *Can a group of undergraduate and graduate students in the same class, under the same instructor and under the same class conditions, do, part of them, undergraduate and part of them graduate work?* Will they not rather tend to all of them do undergraduate work? Is there any more logic in such a situation than there is in mixed classes of high school and college students? Is there any more reason for believing that the product will be graduate work, than there is for believing college work would result from a mixed class of high school and college students? Yet this is a common practice. Dean Petrie of Auburn, visiting the older graduate institutions of the northeast found most of them following the practice of having senior college and graduate students in the same classes, and receiving two kinds of credit, graduate and undergraduate for the work. This practice is not confined to first year graduate work, but extends into the second and the third years of that work. There is a very great need of a carefully made study which will show just what graduate schools are doing in this regard.

Another phase of graduate work concerning which there needs to be agreement deals with requirements for degrees. In the case of the Master's degree some institutions require theses, some do not. The thesis in some cases is an essay or little more than a class theme, in others it is made a little doctorate. If the Master's degree is to have the meaning it is entitled to have especially among teachers it should have a constant set of requirements, else it can hardly have a standard meaning. It should stand for certain work, done by certain methods, and other certain defined conditions. As it is with the Master's, so it is with the Ph.D. There is need for a carefully made study which will reveal the practices in regard to graduate degrees. This should form the basis of a careful analysis of the purposes of graduate study and of graduate degrees, and should culminate in standards of practice for graduate work.

SUMMARY

Graduate work, in the South, is entering upon a period of much greater development than it has enjoyed in the past. There is little definite knowledge as to what practice is in regard to graduate study, and what knowledge exists indicated that there is very wide variation in practice in regard to graduate degrees, together with an almost absence of scientifically formulated principles for governing its administration. There is very great need for certain carefully made studies of practices in regard to graduate study, together with some carefully formulated principles growing out of these studies, which direct the administration of such work.

GRADUATE WORK
OPPORTUNITIES AND STANDARDS

Dr. Harry Woodburn Chase, President of the University of North Carolina

I want to call attention this morning to the opportunity for graduate work in the South. It seems to me it is altogether distinctive and outstanding. If you begin with the beginning and swing around through history,—from economics to sociology, from political science to law,—practically all of them related subjects, which, I suppose, might be considered as social science, is, in my judgment to take the most fertile and the most inviting field for graduate study and research in the Southern states. I say the most fertile because we have, here in the South, a history which is, in many respects, unique, a social and industrial development which is passing through a period of very rapid transition, something which we have never yet seen, a race problem, a period of social transition, about which, in an effectual way, we know very little, and about which we are forced to speculate a great deal. If you look at the field of history, for example, in the South, the political history of the South has been pretty well studied. The social and economic history of the South has been studied almost not at all, and such work as has been done in this tremendously important field, while a good deal of it has not been done by Southern men, has been done in institutions outside of the South.

If you look at this very interesting industrial development which is coming into the South, it is unique in very many respects. It has its own type of labor problem, it has its own type of social problem; and yet most of the statements that have been made and the judgments that have been affirmed about that industrial development in the South have been made by people from other sections of the country who have the most superficial contact with its problems, and who really know very little about the things on which they pass judgment.

Take the field of sociology, in which the problem of achieving an ampler type of social order is sought to be attained. Ten years ago a department of Sociology scarcely existed in any Southern institution.

Education is better off in its graduate work than any of these other fields that I have mentioned, while in the science of law and the working out of a theory of social justice almost nothing has been done in those respects.

And so I say here is a unique field. It is also a tremendously fertile field, because I do believe that Southern institutions ought to put themselves into the position in which they can render adequate graduate instruction in precisely this range of related subjects. I mean that it does not make so much

difference where a man studies his chemistry, or where he studies his physics or his biology; if he does it in an American institution, in a European, the principles are the same, the facts are the same, and he is not handicapped because he comes into the South. On the other hand, when we consider this range of social sciences which are at stake, beginning at the beginning and running down through history, it does seem fair enough to me to say that there is a distinct advantage in our achieving superiority in the vast range of subjects in order that students who are going to work in the South and teach in the South shall learn something about the social problems and the economic problems and the historical problems and learn something of the educational problems under people who are familiar with these things at first hand, who are trained to give instruction in them and against a background which is more or less a similar background in which they are going to have to go out and work.

So I want to present that one tremendous opportunity, as it seems to me, I say, here in the South, and yet it is an opportunity which we have scarcely begun anywhere to touch or to consider. I doubt whether any section of the country offers such an opportunity for simple study and research, so tempting an opportunity as does the South today in this range of study.

STANDARDS

I scarcely can do more than to endorse what has been said. We ought definitely to recognize the fact that an added year of college work is quite a different thing in the majority of cases from graduate study. Graduate study as it is developed in other sections of the country, as it ought to be developed here in the South, is something which requires an institution prepared to give graduate instruction, prepared to give it in its library resources, laboratory resources and resources of its men, competent to give graduate instruction. However, it is a much more difficult and a much more expensive proposition. I think, frankly, that an institution, whose resources are financially limited, ought to hesitate a long time before it undertakes to grant degrees above bachelor, or enter graduate instruction, because there is no way of getting around the fact that it is an expensive, a difficult and an onerous process.

There are in the South, of the institutions which are representative, which hold membership in this association, only three who are members of the Association of American Universities, whose prime interest is in graduate work, and there are only, I would suppose, six or eight institutions in the South today which are equipped at the moment to undertake and to carry forward graduate work on a serious and balanced program.

The time has come when we should seriously consider because I have been impressed by the amount of excellent faculty material, professorial material which the South has lost, splendid young men, who have been going to other sections of the country for graduate instruction. They have liked the people, the people have liked them and they have stayed, and there is a steady drain in this part of the country of intellectual resources partly because of that one fact. Some months ago I found on having some figures tabulated from "Who's Who in America" less than half of the people who were born in the South, whose names were listed in "Who's Who", just about the average of 50 per cent and in some states as high as 65 per cent, were living outside the South in other parts of the country. That is a state of affairs which must make us stop and consider. The state has suffered in the past a serious drain of its intellectual leaders, and I do not know any better way in which we can hold our academic

leaders here in the South than by seeing to it that here on our own soil they are given opportunities for graduate studies which are offered in other sections of the country, by seeing to it that they are offered here precisely what they are offered elsewhere. Otherwise we are not being fair to the institutions that we are trying to support, or to the future of the South in which this young is now becoming so important.

GRADUATE WORK: APPROVED PROCEDURES

Dr. Henry Winston Harper, Dean of the Graduate School, The University of Texas

While I feel highly honored to be asked to speak to you today, I am somewhat embarrassed by the nature of the topic.

At the very outset may I say that I am not responsible for the selection of the subject assigned to me for this occasion, and may I also say that I know so little about it and have so little interest in approved procedures that I find it indeed difficult to become enthused by the subject; so I shall endeavor to bore you the least possible with it, and shall talk of something else more worth while touching only now and then upon approved procedures.

The evolution of graduate study and of graduate schools in America is an intensely interesting subject, but it would be too large an undertaking to attempt to present a systematic treatment of it on this occasion. Yet, the title: "Approved Procedures" requires a foundation of some sort, or at least a point of departure, and it may be well to begin with an institution from which suitable illustrations may be had, namely, a university, i.e., the graduate school as we have it in America. It may be safely said that the graduate school in this country began to emerge from the college about or a little more than fifty years ago, and while very considerable progress has been made during the half century of its development, there remains quite a bit of evidence to indicate that its amphibian-like elements have not been sufficiently absorbed to become rudimentary. The reason for this may be found in the baneful influence of the mechanical administration of rules and regulations inherited from the college, whose aims and disciplines are wholly at variance with those of a real university or graduate school.

Higher education has become very popular in America, and in the Southern States the growth in recent years is indeed gratifying. The annually increasing enrollment in all the institutions of higher learning has greatly increased the responsibilities of the faculties and the governing boards, and has made more difficult the solution of some of the problems that are always with us. This is notably the case with respect to graduate instruction, the effectiveness of which so largely depends upon the direction of the work of individuals, or of relatively small groups, and particularly upon the individual research which must be carried on and directed by individual instructors whose capacity, zeal, and productive scholarship will draw students to them and fire them with a similar enthusiasm for ripe, accurate, and progressive scholarship. Without a group of men sincerely devoted to study and research, the standards of students and teachers infallibly suffer deterioration; the large body of undergraduates have little incentive to keep up decent standards, and the faculty unconsciously falls into the habit of accepting slipshod and unsatisfactory work. These matters are of great importance and reach far in many directions. The effect on

the faculty of teaching a large body of students whose primary object is not the acquisition of knowledge, or advancement of knowledge, is disastrous. If the graduate school is to fulfill its mission the capable members of its faculty must be given ample opportunity to give good advanced courses, to carry on their own research, and direct the research of the select body of individuals who are capable of being inspired to enter upon a life which promises productive scholarship as its reward. It must always be remembered that the success of the graduate school depends upon productive scholarship and research. No procedures should be countenanced or approved that will not foster every attempt to push forward the limits of human knowledge.

One of the hindrances to the development of graduate work is the large number of college graduates whose preparation is so weak and inadequate, and whose abilities are so meager that they are wholly unfitted to enter upon serious graduate study. Some of them are only interested in activities of a social and non-academic character, which are not conducive to serious work. They really have no place in a graduate school, but they enter, nevertheless, for the commercial advantages to be secured by a graduate degree, if they ever get one. These students seriously impair the work of the so-called seminary courses and greatly increase the burden of the instructor. The responsibility for this situation is in part due to the elective system which prevails in the colleges of America, and to a failure on the part of the colleges to insist upon a coordination of subjects, a concentration of effort upon one or two of them, and a moderate distribution of the remainder of the courses required for the bachelor's degree. It is also due, in my judgment, to a lack of adequate preparation in the use of both English and foreign languages, without which little progress toward productive scholarship can be made.

The dean of every graduate school in America is aware of these facts, and is frequently confronted with students possessing the same degree from the same college, some of whom are well-prepared to enter upon graduate study and others wholly unfitted to do so. Any procedure which would correct this deplorable condition would be looked upon by me as an approved procedure. Another approved procedure would be the elimination of the unfit, but this is fraught with difficulties in State Universities. In the endowed institutions it would be possible to institute a system of selection similar to that which prevails in the medical schools of America. This would enable the graduate school to concentrate its efforts upon the training of picked men and women; and after all, they are the ones who should be encouraged to go on, certainly the ones who should be encouraged to go beyond the master's degree, because they are the ones whose abilities would best suit them to profit by the freedom of study and research which develops productive scholars and leaders. In many graduate schools in America the requirements for the master's degree make it little less than a fifth year bachelor's degree. This is not a very commendable situation. In my judgment, the master's degree should represent a well-coordinated plan of graduate study, including a thesis, the preparation of which would sufficiently qualify the student to later enter upon the work of this doctor's dissertation with confidence and assurance of success. This is already an approved procedure in some institutions; it has long been the case in the University of Texas.

The lack of a reading knowledge of French and German is so prevalent in the colleges and to some extent in the graduate schools of America that it is

not only a hindrance in research, but it is becoming a menace because of the fact that numerous pedagogues throughout the country disparage the study of French and German and insist that all that is worth the while can be gotten by the use of English alone. As a result, large numbers of graduate students hope and pray that a reading knowledge of French and German will be eliminated from the requirements for the doctor's degree. I know this to be a fact, and I sincerely hope that the elimination will never come. I am also of the opinion that the language requirements is one of the best safeguards we now have against lowering the standard of the Ph.D. degree to the intellectual level of many whose abilities are of very mediocre quality.

I began this talk with many misgivings. I am fully conscious of having wandered far afield from the topic assigned to me. I am more deeply interested in things of greater import than the mechanical administration of graduate work, which is my apology for the discourse to which you have listened.

In closing I can not do better than follow Professor John Livingston Lowes, formerly Dean of the Graduate School of Arts and Sciences, Harvard University, who recently said of the Graduate School:

"It is for the training of scholars equipped, on the one hand, to contribute to the advancement of knowledge, and skilled on the other hand, to inculcate into the minds of others, vivified by their own research, the body of knowledge which has been already handed down—it is for this discipline that the school chiefly exists."

This is also an approved procedure.

Finally, in addition to Dean Lowes' statement, I wish to add that:

The chief function of a graduate school is the conservation of the world's knowledge, the dissemination of the world's knowledge, the advancement of the world's knowledge, and above all to search for the truth and to fearlessly proclaim it.

GRADUATE WORK IN THE SOUTH NEEDS AND PROSPECTS

Dr. Edwin Greenlaw, Professor of English, Johns Hopkins University

I. Needs.

1. A clear conception of the nature of graduate work.

Graduate study in America was an evolution from a mere extension of the four year college course. Students were those who were still undecided as to career, or who had become interested in a subject and wished to pursue it farther, or who had discovered when about to receive their baccalaureate degree that they had wasted much time and in remorse of conscience decided to make atonement. As a result, graduate students merely registered for such advanced undergraduate courses as they had not previously taken.

Development from this stage was very slow and in some parts of the country has not even yet been accomplished. The first real conception of graduate work in America was grasped by President Gilman and his associates at Johns Hopkins. This ideal has been influential, but needs adaptation to special circumstances and to present times.

It is essential to recognize the two-fold function of university, the transmission of accumulated experience and knowledge of the race, and, second, the addition to learning for the benefit of the present generation and the future

which is the result of research. The undergraduate curriculum deals with the first of these functions; the graduate school with the second.

This recognition involves, further, sharp differentiation between graduate and undergraduate work. The two cannot be combined, except in certain very elementary courses. The differentiation is in content and in method. An undergraduate course, handled as knowledge reduced to systematic form by a master and transmitted to students, may be more advanced in content than a purely graduate course which is conducted as training in the method of research.

The graduate course is limited to two functions: (1) it is concerned with making additions to human knowledge; (2) it is concerned with the method of investigation.

Certain things follow from the recognition of these principles:

(a) Not all colleges and universities are equipped for graduate work. There should be fewer graduate schools, not more, in the sense of schools offering the highest research degree, the doctorate.

(b) These schools, however, may be helped by the establishment of opportunities for at least one year, preferably two, of strictly graduate study leading to the A.M. degree in a considerable number of institutions. Such preliminary graduate work would stimulate and hearten scholars who feel the impulse to carry on their own investigations in faculties where the predominating interest is undergraduate; they would, moreover, exert notable influence upon promising undergraduates who might thus be encouraged to go on with intellectual interests born in the college; finally, they would enable institutions to render certain special services which through situation, faculty, or research materials may be peculiar to them, not to be rendered so effectively by purely research institutions in some distant place.

(c) Whether of the A.M. type or the Ph.D. type, such work, wherever done, should be concerned either with addition to knowledge or with the method of research, or both. The courses should be open only to graduate students; they should be conducted only by men whose primary interest is investigation in a special field; they should be equipped with special apparatus in books or laboratories; they should be confined to fields in which by reason of the presence of specialists in the faculty and the possession of the necessary equipment the institution is able to do fruitful work. It follows as a corollary, that no graduate school can be formed merely by announcing a list of courses similar to those offered in other graduate schools or requirements for degrees similar to those found in catalogues of other graduate schools.

2. This corollary leads to the second paramount need: a survey, regional and institutional, to determine what special service may be rendered. The proposition is self-evident, but it is singularly neglected. In order to understand what is involved we should avoid certain misconceptions:

(a) The false idea that graduate work is "higher" in the qualitative sense, so that an institution possessing a graduate school is a greater institution than one which does not offer such work. Graduate teaching is not "higher" than undergraduate; it is specialized.

(b) The false idea that the productive (i. e., the man who publishes) scholar is a greater man than the teacher. He may be, and he may not be.

(c) The false (presidential) idea that the Ph.D. is *sine qua non* to advancement in rank and salary or that his faculty must be made up of Ph.D.'s. This

idea is working havoc with graduate students and teachers. Such matters are relative, not absolute.

The graduate school is a specialized school differing in essential points from the undergraduate. It is like a law school or a school of medicine in its professional bearings. It has its own set of problems. It is not a fashionable appendix or super-university. Men should teach in it because of certain intellectual interests and training just as other men teach in colleges or law schools.

There is, however, one transcendent difference between the problem with which we are concerned and the problems confronting other professional schools. This difference is that the professional school of law or medicine proceeds on the same plan as the undergraduate college, i.e., it deals with a body of organized knowledge, its chief problem being to transfer this knowledge into the experience of its students. It is not primarily concerned with addition to the knowledge. Addition to knowledge, on the other hand, is the very basis of existence to the graduate school. Where addition to knowledge cannot be made, there can be no graduate school.

We are now ready to consider the problem of regional and institutional survey. It follows from what has been said that because additions to knowledge may be made in Greek archaeology it is no sign that X University should announce a course leading to the doctorate in Greek archaeology. Or in Sanskrit. Or in Chemistry.

The courses can not be mere printed titles, offered by men who think it would be fine to offer courses in Greek archaeology, Sanskrit, or chemistry.

But it may be that X University, because Professor Y is a member of the faculty, can and should give student Z an opportunity to study with Y for a year or ten years.

Or it may be that X University possesses unique manuscript materials for a study of a phase of American history, or unrivalled opportunities for research in geology, or a special field for cooperation with research in industry or with the department of education or with some state bureau or bureaus.

X University, in such circumstances, should provide for graduate work in these fields, with these men.

Now the fields of research are limitless and but little comprehended. A survey of institutions and regions, by a disinterested committee, in order (a) to point out unique opportunities to institutions and students; (b) to bring about cooperation, the elimination of costly repetition; and (c) to do away with mere catalogue schools, and senseless imitation.

Thus we should have, for the South, not a great number of so-called graduate schools but an intelligent use of resources.

Within these limits, there is no reason why the highest standards in courses, student admissions, published work, and degrees conferred, should not be instituted and maintained.

3. The last need which I shall set down here is implicit in all that I have said. It is that since no graduate work can prosper if it is starved, proper material equipment must be supplied. This equipment touches faculty, laboratory and library facilities, aid to students, and publication.

(a) One or more trained investigators in the faculty must be supplied. These men must be protected against too great teaching load; must be allowed time for study in other institutions or abroad; and their success must be measured in other terms than in size of classes or popularity with Women's Clubs.

Research cannot be carried on solely on an after midnight and Saturdays basis. It cannot be carried on merely as a matter of form. It is not to be measured in pages or hours or degrees conferred or in railway mileage to conventions.

(b) Well equipped libraries and laboratories are essential.

(c) Fellowships, scholarships, and other aids are necessary for students unable to add two or three years of study to the four years of college.

(d) Since the purpose of the graduate school is addition to knowledge, provisions for putting the results of investigations into circulation must be given through publication.

II. Prospects.

I turn now, briefly, to the inquiry as to what prospects the South has for notable graduate work.

The prospect is immense. To the great educational revival led by Aycock and his contemporaries in behalf of the common schools, and that later leadership of Graham and his associates in behalf of the extension of the influence of college and university to all sections of the commonwealth and all the citizens must now be added a third movement designed to discover and train Southern men fitted to enrich through their investigations the life of the South and designed also to make the most of the material resources of the region.

Certain aspects of this opportunity may be set down:

1. The graduate school in the South must find, encourage, and train the gifted man. School and college offer the foundations of liberal training. But in every section of the South are young men and women with innate power to make additions to our knowledge. Some of these, as heretofore, will be driven by their own genius to seek the training they need where it may be had, in the great Northern universities or in Europe. Others may be lost through imperfect realization of their gifts. To save these, and to use some of them at least on the special research peculiar to this southern region, research that cannot be done so well elsewhere, the South itself must give opportunity.

2. The resources are thus two-fold: men and materials. For materials needed to build the ideal regional culture there is first the achievement of the old culture as a base. Historical documents, the history of learning and the arts, the precious traditions of the people—these give materials for historical research. Supplementing them and correcting them are the records which reveal the mind of past ages, contained in books. The South already has several notable libraries; at Texas and at Chapel Hill, for example. There are also state historical commissions charged with the duty of preserving the records of regional history.

Besides these fields are the new fields economic and social which are vitally connected with the transforming movements now at work in Southern life. Natural resources require the service of trained investigators for their investigation. The new industrial life needs the guidance of research men. The state itself is becoming more and more interested in research through its commissions and bureaus. With these commissions the graduate schools should be closely coordinated. It is a laboratory for experiment and study of whatever concerns the well-being of the state.

Here, once more, appears the need (1) for working out not an abstract or ideal or all-embracing scheme for university research but for a plan suited pe-

culiarly to regional needs. The heart of the graduate school is in the special investigations which may be carried on in a given state and a given institution better than anywhere else in the world. (2) And the need for careful survey of resources and opportunities for service.

So regarded, the future of graduate work in the South is comprehended under Bacon's great definition of the end and aim of research: the glory of God and the relief of man's estate.

The special points which I have sought to make clear are (1) the need for specialized types of research suited to institutional or regional needs, in place of mere imitation and standardization; and, (2) the need for a survey in order to define these types and recommend a plan of cooperation.

ADDRESS BY PRESIDENT J. A. C. CHANDLER

College of William and Mary.

Much has been said in recent years about the aims and purposes of the college, and in many instances the liberal arts college has been spoken of as an aimless institution. Sometime ago one of the colleges engaged in a campaign for raising money in its descriptive circular had the amazing caption—"A College With a Purpose". When the circular was read, the only purpose that was seen by some was that the institution desired to get money to operate with the usual curriculum. However, we are not certain what is the usual college curriculum.

In this paper it is my desire to discuss briefly, though imperfectly, some phases of the curricula of colleges of the South and to make some observations with reference to their future.

ONE HUNDRED SIXTY COLLEGES—ONE-HALF IN THIS ASSOCIATION

The growth of the colleges of the South has been marvelous, and when I speak of the South I mean the eleven states that seceded from the Union, and in addition thereto, Missouri, Kentucky, Maryland and West Virginia, making a total of fifteen states. Statistical material is not at hand for a thorough investigation of the conditions of higher institutions of learning at the close of the great conflict between the states. However the statistics for 1870 show that the enrollment in all the so-called institutions of higher learning in these fifteen states was 14,268. I am sorry to say however, that I can find no figures available to show the amount of productive funds and therefore, have no means of calculating the production funds or income of that date. Therefore the best comparison that I am able to make will have to deal with a later period, the scholastic year of 1893-1894 and the scholastic year 1923-1924—a thirty year period of wonderful growth.

At the beginning of this period the enrollment of the higher institutions of learning of the South was 32,100. At the close of this period the enrollment was 171,033, an increase of 432%. In 1893 the productive funds were \$14,-424,722, while 30 years later the productive funds were \$158,694,643, an increase of 1,000% in round figures. The increase, therefore, of productive funds in proportion to the increase in student body is gratifying. It might interest you to know that the productive funds of the higher institutions of learning of the entire United States at this time are just about one billion of dollars. In 1893 the receipts for the Southern institutions from all sources were reported as

\$2,317,437. The receipts in 1923-1924 were \$83,531,159, an increase of 3,550% in round figures.

Assuming that these same increases will continue for the next 30 years, in 1953 our colleges will have an enrollment of over 700,000 and our productive funds will be—\$1,586,946,430—or ten times what they are now. If the student fees and all charges against them continue to increase in like ratio, in the next thirty years the receipts from all sources will be thirty-five and a half times greater than they were in 1923-1924. Since in that year they were eighty-three and a half millions, in the year 1953 the receipts from all sources would be approximately three billions of dollars.

Truly our growth has been marvelous in the last thirty years. It is not to be expected that in the next thirty years it can be so great, but if we are to accomplish the things which are being expected of us by the public and by the citizens at large we must have increased resources.

We will also greatly modify our curriculum. In 1870 the curriculum of our colleges did not contain a multiplicity of subjects. Every college, of course, had Latin and Greek. A majority had French and German, though some did not have the modern languages. A few had a separate chair of chemistry and of physics, but a majority had only a chair of natural science. Biology had hardly begun to be taught. Mathematics was, of course, a *sine qua non*. Many had no courses in history or government. A few had chairs of English. All had some type of metaphysics, philosophy, and so-called psychology.

From 1870 to 1893 there was considerable expansion of the curriculum. A chair of English was established in every college and modern languages became a part of the curriculum in 95% of the colleges. A few colleges had put in chairs of biology. A few had separated the chair of natural science into a chair of physics and a chair of chemistry. In a goodly number of institutions, but by no means all, chairs of history and of government had been founded. Here and there one would find a chair of economics. Practically no laboratory work was done in 1870, the professor doing all of the experimenting in the presence of his classes. Twenty-five years later nearly all of the institutions had some type of laboratory work, though in many cases it was very meager.

Today, Latin and Greek are still in the curriculum but the courses have been deserted in many instances. For example in William & Mary only sixty students are studying Greek and seventy-five Latin. Much applied mathematics and science are taught in the liberal arts college. The social sciences have been expanded to include sociology and economics, and all sorts of practical courses in economic problems. Political science, frequently taught by the history teacher, is now in practically every institution as a separate department. The study of sociology has been introduced within recent years into at least one-half of the institutions of learning. The different purposes for which certain courses are given with a view of some vocation or profession have caused the number of courses to be greatly enlarged and expanded, so much so that nearly every small college is giving at least four times as many courses as it gave in 1870, and many of these colleges are offering six times as many courses as were given fifty years ago.

There has also been introduced into the liberal arts college in many cases to the chagrin of the "mental discipline" group, the vocational point of view. The first type of professional work was theology followed by law and medicine, but after the organization of universities, the colleges have given up distinct schools of law and medicine, and theology has as a rule been trans-

ferred to the theological seminary. The second type of vocational work is marked by the introduction into many colleges of chairs of education, in order that their graduates might go out as teachers better prepared to give satisfactory institutions in elementary and high school branches.

These courses in education have been offered only within the last twenty-five years, generally speaking, as a result of a fixed purpose in our democracy of giving to every child the opportunity to secure an elementary and high school education. A democratic society calls for universal education for all its citizens and the colleges have undertaken to see that our greatest social institution, the public school, shall be in the hands of persons qualified to conduct the system and to teach the pupils. How well we are training teachers I shall not discuss, but it is nevertheless a fact that so far as the college is concerned, the preparation of teachers is at this time its greatest vocational field.

Within the last decade, I might say, another type of vocational education has been introduced. It is the preparation of men for business. For a long time the colleges took no interest in courses in business administration or in economics applied to the business world, because they felt that the introduction of such subjects would lower the standards of the college. This feeling, I think, was accentuated very greatly by the fact that there were many "fake" business colleges in America, but now accountancy, economics, business administration, and allied subjects constitute one-half of the studies taken by certain young men during their four years of college. Other than these two specific professions or vocations, the modern college continues to hold in the main to the old time curriculum.

Thus briefly is summarized the situation as it is today. What will the college of the future be? Professor Stowe in his book "Modernizing the College" brings out very clearly that there is a conflict in the ranks of the professors and Boards of Trustees. Many still hold to academic traditionalism with the belief that the main purpose of the colleges is to give moral and mental training, and that this can be done only by the old fashioned curriculum preferably Latin, Greek and Mathematics. But there are many who believe as did President Eliot of Harvard that mental and moral training can come from the study of subjects correlated with the life of the community and State. Those who hold this view are greatly in favor of "humanizing the Curriculum." Study of the history and literature of Greece and Rome rather than the languages for example, is the point of view so far as those ancient civilizations are concerned since neither Greek nor Latin are now professional or vocational subjects as they were hundreds of years ago.

Holding this point of view Professor Stowe calls attention into this declaration of the aims and purposes of a liberal arts college. "It is the purpose of the college of Liberal Arts to prepare its students for intelligent participation in the activities of life, as socially efficient citizens willing to meet their responsibilities to society; for the rational enjoyment of work and leisure in a world in which they have learned to be at home; and for scholarly achievement in graduate and professional schools." I could at great length discuss this declaration, but sufficient to say that while many a school is, in theory, holding to this ideal it has not a curriculum to meet the conditions.

If we are going to try to articulate more fully our colleges with our American civilization we shall need larger revenues. Therefore the efforts that all

colleges are now making for better equipment and larger productive funds are absolutely essential.

Our colleges however, must give up the idea of being universities, and our universities must not be conducted as colleges. Some of our institutions are neither "fish nor fowl." The elementary and high schools must furnish the tools, the colleges must be pre-professional or pre-vocational and universities professional and vocational.

The new college will maintain a multiplicity of pre-professional and pre-vocational courses and will build fine laboratories for physical sciences and develop more than ever the study of the various kinds of social sciences or human sciences, if you prefer that term, necessary to properly send its graduates out to take up some definite profession or occupation. Whether we are willing to believe it or not the college of the future is going to drop from its curriculum much of the old and add such of the new as our civilization is demanding.

I would not have you think, however, that I believe the college of the future is going to ignore culture and scholarship. Only last week we had a wonderful meeting at the old College of William and Mary to celebrate the sesquicentennial of the founding of Phi Beta Kappa and to dedicate the Memorial Hall to the founders. The keynote of that great fraternity is based on the sophomoric declaration of some sixteen year old boys, and among other things they declared that the aims and purposes of their growing fraternity were "friendship, morality, and literature." Now this fraternity has spread itself to 107 colleges of America, and it is basing the selection of its members upon a knowledge of literature, now interpreted as scholarship. Members of Phi Beta Kappa and college faculties everywhere believe that, generally speaking, scholarship produces leadership, and scholarship gives notable success. From a pamphlet issued by that society, called "Noblesse Oblige," I wish to quote the following: "Over a period of 20 years at the Harvard Law School, out of those who graduated from college with no special honor, only 6½% attained distinction in the law school. Of those who graduated with honor from the college 22% gained distinction in the law school. Of those who graduated with great honor 40%, of those who graduated with highest honor 60%." Scholarship is the basis of success in professional schools.

Quoting again from that pamphlet, "Equally certain it is, thought an unwelcome doctrine to many, that in general the measure of one's attainment in school and college is the measure of one's success in life."

Secretary Voorhees of United Chapters of Phi Beta Kappa comparing the fraternity records with "Who's Who," finds that of the graduates of 22 colleges the names of 2% are found in "who's who," but of the honor men 6%, and the records of Wesleyan shows that 11% of their honor graduates are mentioned in "who's who," while 30% of its Phi Beta Kappa members are so mentioned. I feel, therefore, that the primary purpose of the college will be the cultivation of the spirit of the student, creating an intense zeal for achievement. The college of the future will still continue to emphasize scholarship and if it fails to put scholarship ahead of athletics and student activities of every kind, it will fail to serve the public as it should.

Dr. Thwing has called attention to the fact that the nations of the world have one thing in common—*Leadership*. In the modern democracy all men are beginning to think that they are leaders, but if our democracy is to come

through safely we must recognize what has been absolutely true to a great extent in England and was true in this country up to a very recent time, that our leaders should be men who have great culture and learning and scholastic attainments, making it possible for them to proclaim the truth in such a way that it will be convincing. The fundamental facts that are so necessary to humanity come from literature and history and from a realization of the great doctrines of religion, which produce sympathy with humanity, and such regard for others that we will love our enemies and do good to those who despitefully use us.

But we are not to forget that our life has been marvellously enriched by science. In 1915 when President Eliot retired as President of the American Association for the Advancement of Science, he delivered a most wonderful address in which he claimed that the general welfare of mankind had been chiefly promoted in the last 100 years by the study of science and more especially through the discoveries made as the result of investigations in biology and botany.

I am thinking today not only of the humanized curriculum but also of the type of men who are to be the teachers. Specialists are greatly needed, but often men who know thoroughly many sciences are so limited in vision that they fail to lead and inspire youth. Again, so many of those who have a wonderful personality find that the teaching profession is so meager in its remuneration that after some years of service they resign to enter business.

With the increased endowments that have come and are to come, salaries in our institutions of higher learning in the future will be much larger. Many good men who might leave the profession will be induced to remain. The college of the future will not give to its teachers an overload of class room work. The professor, who will be a man of energy, is going to have some time for thought and mental reflection, so that when he meets his students he will bring to them an inspiring message. He will be a Godly man, but he will be free to search for the truth and to teach it as he finds it.

He will be a teacher such as Fichte claimed to be in a lecture delivered at Jena in 1794. He said "To this am I called to bear witness to the truth. My life, my fortunes are of little moment—the results of my life of infinite moment. I am a priest of truth. I am in her pay. I have bound myself to do all things, to venture all things, to suffer all things for her."

While many good men have left the teaching profession, many noble men are still with loving hearts remaining steadfast as the years go by many more noble men will enter the profession for the sake of humanity and truth. Many a man who has done an important work in promoting scholarship and in training leaders will go down to his grave practically unknown, but yet he will not have lived in vain, because the influence of his life and his teaching will be passed on from generation to generation.

In the splendid Phi Beta Kappa address delivered at William and Mary last Saturday, Dr. Henry Van Dyke paid a noble tribute to the unknown teacher, and with your permission I shall close these observations by quoting his words:

"I sing the praise of the Unknown Teacher. Great generals win campaigns, but it is the Unknown Soldier who wins the war.

"Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He lives in obscurity and con-

tends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which in later years will shine back to cheer him. This is his reward.

"Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the Unknown Teacher. No one is more worthy to be enrolled in a democratic aristocracy.—

"King of himself and servant of mankind."

PART VI.

Appendix

A. CONSTITUTION AND BY-LAWS

Constitution

ARTICLE I

NAME AND OBJECT

Section 1. Name—The association shall be called the Association of Colleges and Secondary Schools of the Southern States.

Section 2. Object—The object of this association shall be to establish helpful relations between the secondary schools and the institutions of higher education within the territory of the association, and to consider all subjects that tend to the promotion of interests common to colleges and secondary schools.

ARTICLE II

MEMBERSHIP AND VOTING

Section 1. The members of the association shall consist of four classes: First, colleges and universities; second, junior colleges; third, schools; fourth, individuals.

Section 2. Election to membership shall be only at regular meetings and on recommendation of the executive committee, which committee shall judge of the eligibility of an institution and of individuals in matters not explicitly covered by the constitution and by-laws. The character and tone of an institution are factors of consequence in determining eligibility.

Section 3. In transacting the ordinary business of the association, all delegates present shall be entitled to vote; but amendments to the constitution and by-laws shall be made only by the first three classes of members, each institution having one vote.

ARTICLE III

OFFICERS

The officers of the association shall be a president, two vice-presidents, and a secretary and treasurer, together with an executive committee consisting of the president (who shall be chairman ex-officio), the secretary and treasurer, and five other members. These officers shall be chosen at annual meeting by ballot and shall hold office for one year or until their successors shall have been elected. A plurality vote shall be sufficient for election. But there shall not be more than two changes in the executive committee in one year except by death or resignation, in which case the executive committee shall have authority to fill such vacancies.

ARTICLE IV

DUTIES OF OFFICERS

The duties of the officers shall be such as usually pertain to the several offices. The president shall preside at the meetings of the association and act as chairman of the executive committee. The secretary and treasurer shall publish the proceedings and keep in bank the funds of the association, paying out the same under such rules as may be provided in the by-laws or otherwise by the

association. The executive committee shall prepare business for the association, fix the time and place of annual meetings, the amount of annual dues subject to the approval of the association, call special meetings, make necessary appropriations not otherwise provided for, and in general act for the association while it is not in session; but the acts of this committee shall always be subject to the revision of the association.

ARTICLE V

MEETINGS

There shall be a regular annual meeting held as may be determined by the executive committee. A representation of twenty-five of the institutions belonging to the association shall constitute a quorum for all purposes.

ARTICLE VI

EXPENSES

To meet the expenses of the association an annual fee shall be paid by each member, the amount to be fixed by the association on recommendation of the executive committee. Failure to pay dues for two years in succession forfeits membership.

ARTICLE VII

POWERS OF THE ASSOCIATION

Decision by the association of questions not pertaining to its organization shall always be considered advisory and not mandatory.

ARTICLE VIII

AMENDMENT

The constitution and by-laws of the association may be altered and amended at any regular meeting at which twenty-five of the institutions belonging to the association are represented. Notice of a proposed amendment must be made at the regular meeting before action is taken.

BY-LAWS

1. The association shall maintain a standing committee known as the commission on secondary schools. This commission shall prepare, subject to the approval of the association, a statement of the standards to be met by secondary schools which are members or desire to become members of this association, or desire to be accredited by the association; shall prepare all needed blanks or certificates; shall describe and define unit courses of study in the various school programs subject to the approval of the association; shall make such inspection of schools as it deems necessary; and shall submit to the association for approval and publication lists of the secondary schools within the territory of the association which conform to the standards prescribed.

The commission on secondary schools shall consist of the high school inspector in such states as provide one and in addition three members elected from each state within the territory of the association. One of these members shall be from the state university, the professor of secondary education, whenever practicable; another member shall be representative of some other college belonging to the association; and the third member shall be connected with some secondary school accredited by the association. These three members shall be elected by the association on nomination of the executive committee.

The term of all members shall be for three years or until their successors are appointed. The election shall be so ordered that one-third of the members shall be appointed each year.

2. There shall be a standing committee known as the commission on institutions of higher education. It shall be the duty of this commission to prepare, subject to the approval of the association, a statement of the standards to be met by the institutions of higher education which are members or which desire to become members of this association or desire to be accredited by the association. No institution shall have more than one member on this commission, to submit to the association for approval and publication lists of institutions which conform to the standards prescribed.

This commission shall consist of thirty-nine persons representing institutions connected with this association. Twenty-four of these persons shall represent higher institutions, at least one being from each state represented in this association. Fifteen members of the commission shall be from secondary schools, at least one being from each state represented within the territory of this association. No institution shall have more than one member on this commission. All members shall be elected by the association on nomination of the executive committee. The term of all members shall be for three years or until their successors are appointed. The elections shall be so ordered that one-third of the members shall be appointed each year.

3. The executive committee of the association shall hear and determine the appeals, if any, against the findings of the commissions. It shall nominate the members of the various commissions as heretofore provided. It shall pass on all applications of individuals or institutions seeking membership in the association, requiring for all institutions the recommendation of one of the commissions. It shall report the failure of any member to conform to the standards set by the association, and by vote of the association the offending institution shall be dropped from the list of members.

4. The commissions on institutions of higher education and on secondary schools shall have the authority to collect a fee for the inspection and registration of institutions. This fee shall be covered by the membership dues of all institutions that are members of the association. All money collected by these commissions for registration or inspection shall be paid over to the treasurer of the association. The expenses of the various commissions shall be provided for by appropriations annually made by the association or executive committee on recommendations of the commissions.

5. The commission herein provided for shall elect their own officers, appoint all necessary sub-committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

6. The executive committee shall meet in advance of the regular annual meeting of the association, and may be called to meet at any other times by the joint action of the president and secretary.

7. All bills of the association shall be paid by the treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditures shall be made except as may be ordered by the association or by the executive committee.

B. STANDARDS OF THE ASSOCIATION

a. Colleges of Arts and Sciences

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The college should demand for graduation the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

Standard Number 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard Number 4. Number of College Departments. A college of arts and sciences of approximately one hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard Number 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

Standard Number 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$3,000 for nine months. The local cost of living and other factors should be taken into consideration.

Standard Number 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard Number 9. Support. The college should have an annual income of not less than \$50,000 and if not tax supported, an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard Number 12. Separation of College and Preparatory School. The college may not maintain a preparatory school as a part of its college organization. In case such a school is maintained under the college charter it must be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in the twenty-five per cent of irregular and special students at present.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and all other extra curricular activities is one of the fundamental tests of a standard college.

Athletics. The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of

the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Professional and Technical Departments. When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available.

Standard Number 19. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 20. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

b. Teacher Training Colleges

Definition. The Standard Teachers College is an institution with two year, three year, and four year curricula designed to afford such general and professional education as will best fit students for teaching in elementary and secondary schools.

Standard No. 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard No. 2. Requirements for Graduation. (a) The college should require for the general arts and science degrees and for the bachelor's degree in education the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further qualitative requirements adapted by each institution to its conditions.

(b) Not more than one-fourth of the credits required for graduation should represent professional subjects.

(c) All subjects offered for degrees in four year courses for general or professional degrees shall be of collegiate grade.

Standard No. 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirement for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard No. 4. Number of College Departments. A college of two hundred students or less should maintain at least eight separate departments with at least one professor devoting his whole time to this department. The size of the faculty should bear a definite relation to the type of the institution, the number of students, and the number of courses offered. With the growth of the student body, the number of full time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard No. 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

Standard No. 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than \$3,000. The local cost of living and other factors should be taken into consideration.

Standard No. 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard No. 9. Support. The college should have an annual income of not less than \$50,000 and if not tax supported, an endowment of not less than \$500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in

keeping with the curriculum.

Standard Number 12. Practice Teaching and Observation. The college shall provide adequate facilities for practice teaching and observation.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. To be approved a college must have a total registration of at least one hundred students from September to June whose preliminary preparation is the equivalent of at least graduation from a four year accredited high school.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and other extra curricular activities is one of the fundamental tests of a standard college.

Athletics. The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence, statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 19. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. This list shall be approved from year to year by the Commission. The blank shall be filed triennially but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

c. Junior Colleges

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four year course of not less than fifteen units in a secondary school that is approved by this Association, or by another recognized accrediting agency, or equivalent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The minimum requirement for graduation shall be sixty semester hours of credit.

Standard Number 3. Degrees. Junior colleges shall not grant degrees.

Standard Number 4. Number of Students and of College Departments. The number of regular college students shall be not less than sixty and the number of separate departments not less than five (English, History, Foreign Language, Mathematics, Science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

Standard Number 5. Salaries and Training of the Faculty. Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least in a Graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

Standard Number 6. Number of Class-Room Hours for Teachers. The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in High School.

Standard Number 7. Number of Students in Classes. The number of students in a class shall not exceed thirty (except for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

Standard Number 8. Support. The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income, from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

Standard Number 9. Library. The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least \$500.00.

Standard Number 10. Laboratories. The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their up-keep provided. It is recommended that a school with a limited in-

come be equipped for good work in one or two sciences and not attempt work in others.

Standard Number 11. Separation of College and Preparatory Classes. Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school student being admitted to any college courses.

Standard Number 12. Proportion of Regular College Students to the Whole Student Body. At least 75 per cent of the students in a junior college shall be pursuing curricula leading to graduation.

Standard Number 13. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 14. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

Standard Number 15. Extra-Curricular Activities. Athletics, amusements, fraternities, and other extra-curricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

Standard Number 16. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 17. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

d. Secondary Schools

ARTICLE 1.

There shall be a commission which shall consist of the High School Inspector in such states as provide one, and in addition, three members selected from each state within the territory of the Association. One of these members shall be elected from the state university, the Professor of Secondary Education wherever practicable; another member shall be a representative of some other college belonging to the Association; and the third member shall be connected with some secondary school accredited by the Association. These three members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for three years, or until their successors are appointed. The elections shall be so ordered that one-third of the membership shall be appointed each year.

ARTICLE 2.

It shall be the duty of the Commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

ARTICLE 3.

This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

ARTICLE 4.

The Commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of the Association as herein prescribed. The minimum standard for accrediting shall be:

(a) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work. More than twenty periods per week should be discouraged.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern List is, that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of Agriculture and Home Economics, should hold bachelor's degrees from a college approved by the Association. Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than twelve (12) semester hours work in education.

(c) The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitations. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 volumes exclusive of duplicates and government publications.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore, only schools which rank well in these particulars, as evidenced by rigid, thorough-going, systematic inspection, shall be considered eligible for the list.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers, a complete report on teach-

ers once in three years will be sufficient, but full data relative to changes must be presented annually.

(i) All schools whose record shows an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined. A school shall be removed from the accredited list for failure to maintain the above standards.

(k) The Commission recommends \$1,000 as the minimum salary for teachers.

ARTICLE 5.

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the commission at its appointed annual meeting.

ARTICLE 6.

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

ARTICLE 7.

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any causes of lack of preparation of, or other information relating to, students coming from schools in his state, on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission in the state, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

ARTICLE 8.

The Deans' Report shall be taken into consideration in warning schools.

ARTICLE 9.

All secondary schools that are members of the Association shall pay annual dues of five dollars; all others shall pay two dollars per year accreditation fees.

ARTICLE 10.

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

e. Questionnaire on Athletics For Institutions of Higher Learning

Name of Institution _____
Location _____
Name of President _____

Name of responsible athletic officer _____
 Of what athletic associations is your institution a member? _____

ATHLETIC CONTROL

Give the following data covering the organization of your Board of Control of Athletics:

1. Number of Members _____
2. Number of Faculty Members _____ By whom elected _____
3. Number of Alumni Members _____ By whom elected _____
4. Number of members from Board of Trustees or Administrators _____
5. Number of student members _____ How selected _____
6. Must faculty members be of the rank of professor? _____
7. How is the Chairman of this Board chosen? _____
8. Have you a separate faculty committee which passes upon eligibility? _____
9. If so, state the organization of this committee _____
10. Is a final decision in matters of Athletic Administration reserved to the faculty, and, if so, how? _____
11. Who passes upon the eligibility of candidates for teams, and what is the procedure in determining such eligibility? _____
12. Please submit copies of forms used in determining eligibility _____
13. Have you a regular full-time director of athletics? If so, state his name? _____
14. Does he rank as a professor? _____
15. Does he attend faculty meetings, vote and serve on faculty committees? _____
16. What subjects, if any, does he teach? _____
17. Are these subjects given credit toward graduation? _____
18. What part, if any, does he take in coaching the team? _____
19. Do you have a department of Physical Education? _____
20. If so, does service on an athletic team count for credit toward graduation in its courses? _____

FINANCIAL

1. What is the annual appropriation for Athletics in the budget of your institution, independent of gate receipts _____

	Receipts	Expenditures
Football - - - - -	_____	_____
Baseball - - - - -	_____	_____
Basketball - - - - -	_____	_____
Track - - - - -	_____	_____

3. Do you have any system of auditing the accounts of your athletic managers? _____
4. Does your institution have a graduate manager, or is the financial management of the team entirely in the hands of the students? _____
5. Do you have a graduate treasurer of Athletics, or a student treasurer? _____
6. If your managers use printed contract forms for games please submit copies of typical contracts. _____

COACHING SYSTEM

1. State the name of the head coach and his salary for each of the following sports for the session of 1926-27. _____

- | | |
|------------|--------|
| Football | Salary |
| Baseball | Salary |
| Basketball | Salary |
| Track | Salary |
2. Which of these, if any, were members of the faculty? _____
 3. Which of these were employed for the whole session? _____
 4. Which of these were employed for the season only? _____
 5. State names of assistant coaches with salaries for each for 1926-27: _____
 6. Were salaries of coaches paid in full by the institution? _____
 7. If not, what part did the institution pay? _____
 8. From what other sources was the difference received? _____
 9. Were any parts of these salaries contingent upon the financial success of the season? _____
 10. Were any parts of these salaries contingent upon the winning of certain games? _____
 11. Were there any additional perquisites attached to the above positions, as from the sale of athletic equipment, etc.? _____
 12. Who appointed these coaches? _____

ENTRANCE REQUIREMENTS

1. What are your entrance requirements in terms of units? _____
2. What units are specified? (Please answer with reference to all departments) _____
3. What conditions are allowed? _____
4. From what list of schools are certificates accepted? _____
5. Do you require in addition to the certificate a personal recommendation from the principal? _____

COLLEGE STANDING

1. Are students with entrance conditions permitted to play on varsity or freshman teams? _____
2. Are special students, admitted on account of age without full requirements, permitted to play on varsity or freshman teams? _____
3. Name the special students of this type who were members of varsity or freshman teams in 1926-27 _____
4. What members of the varsity teams during 1925-26 withdrew from college before Commencement or otherwise failed to complete the session? _____
5. Is any indulgence shown to athletics in amount or quality of work required? _____
6. At what intervals is the scholastic standing of athletics checked up? _____
7. How do varsity team men in your institution compare in scholarship with the other students? _____

ELIGIBILITY

1. Are first year students permitted to play on varsity teams? _____
2. How soon after the opening of the session must a candidate for a varsity team have matriculated? _____
3. In order to be eligible for a varsity team must a student be regularly enrolled as a candidate for a degree? _____
4. What is the minimum requirement in hours for candidates for varsity _____

- teams?
5. What are your requirements as to scholarship record of varsity players for a preceding term?
 6. What are they for the preceding year?
 7. Do you require each candidate to sign a pledge as to his status as an amateur and to the effect that he is receiving no financial inducements to attend your institution?
 8. If so, state the form of the pledge?
 9. Do you permit a student to play on any of your varsity teams who played the preceding session on any varsity team in another institution?
 10. Is so, please give names of such players for the session of 1926-27
 11. Have you any scholarships which are reserved for students of special athletic ability?
 12. If so, please name the holders of such for 1926-27
 13. Give the names of members, if any, of your teams who receive compensation for services from the institution from any other source
 14. If any such case, state in detail the character of the service rendered and the amount of compensation
 15. What is your attitude toward "scouting" on the part of your coaches or alumni for athletic material?

ABSENCES

1. What is the maximum number of days per session a student may be absent to participate in intercollegiate contests?
2. How many days in all of college work were omitted by each of your teams during the session of 1926-27?
3. What is your policy with regard to restricting games to the home grounds of the contestants?

BETTING

1. Is there any systematic attempt made in your institution to prevent betting on athletic contests?

SUMMER BASEBALL

1. What is the policy of your institution with regard to athletes playing summer baseball for money?
2. Would you be in favor of a general rule prohibiting the playing of summer baseball for money?

GENERAL

1. What efforts do you make in the direction of encouraging intramural sports?
2. Do you consider it wise for institutions in this territory to engage in inter-sectional athletic contests?
3. Have you any positive opinion as to the actual advertising value of inter-collegiate athletics to your institution? If so, kindly state it
4. Do you believe that the attendance at your institution has been affected by success or failure in athletics? Please explain your answer
5. Do you consider that inter-collegiate athletics has a positive educational value? If so, in what respects?

6. All things considered, do you believe that the morale of your football and other athletic teams, and their influence on your student body are in keeping with the ideals and best traditions of your institutions?.....
 7. Do you regard any of the present tendencies in college athletics as dangerous to educational ideals? Please explain
 8. As a result of your experience what do you consider the chief abuses of present day college and school athletics and what suggestions can you offer as to their correction or elimination?
- To the best of our knowledge and information the answers and statements herein represent accurately the conditions in athletics at this institution.

.....
Faculty Chairman of Athletics.

.....
 President.

Lenoir Rhyne College
LIBRARY

Lenoir-Rhyne College
LIBRARY

